

QUARTERLY

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Navigating the Road to Knowledge

Faculty's Diverse Interests
Enhance Teaching-Learning



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Mariana Martinez, one of 1,204 graduates to receive their degrees at Commencement on May 27, 2010, waves from the stage of Radio City Music Hall.
STORY ON PAGE 30.

FROM THE EDITOR...

With each issue of *Quarterly*, we try to bring you a sense of the richness that is present at the College, the richness of our educational programming, of our students, of our alumnae/i, and of our faculty. Yet with only a few issues a year, there is much left unsaid....

So for this issue, we chose to focus on the faculty and on their wide variety of interests with the hope that you will learn something that you didn't know before...I know I did in putting it together. Selecting who to feature was indeed difficult as our faculty is an accomplished group whose scholarship is impressive and who bring the benefits of that scholarship to their classroom teaching and to our students every day. Every day the faculty shapes the educational experience of our students, through each lesson learned, each piece of knowledge shared, each discussion that brings new insight and understanding. I'm sure each of you reading this can recall a teacher who truly impacted your college experience and ultimately your career and your life. On the pages that follow, some of those who come to mind may be featured.

In this issue, you will learn how movie producers use research on brain responses to make decisions on plots and pacing of movies, how child-rearing advice has historically devalued mothers, and how to teach mathematics as an art form. You will read about a project to educate teenagers about the dangers of binge drinking. You will hear the grandson of a former Sing Sing prison guard describe the greatest escape in the history of the prison in an excerpt from his book. You will view photos of Cambodia and Laos taken by one of our art professors.

So read on and enjoy!

Lenore Carpinelli

Lenore Boytim Carpinelli SAS'89
Editor

Navigating the Road to Knowledge

Faculty's Diverse Interests Enhance Teaching-Learning

For our entire 106-year history, The College of New Rochelle has prided itself on being a “teaching institution.” This expression is rich in meaning and importance in American higher education. It conveys an institutional ethos which is student-centered. At CNR, students have direct access in the classroom and laboratory to highly qualified, experienced faculty who excel both in knowledge in their fields and in the art of teaching. Students are not taught by teaching or graduate assistants while senior faculty pursue their own research interests, quite separate from the needs of the students. We take pride in the excellence of our instruction and the quality of our teaching faculty.

This excellence in teaching is nourished regularly by the scholarly work, professional activity, and service of our faculty. The quality we seek in our instruction is possible only when faculty stay deeply engaged in pursuing developments in their field and in pushing out the boundaries of knowledge.

In the pages that follow, we present a small representation of the work of the faculty which nourishes and sustains their teaching and, therefore, which benefits our students.

Stephen J. Sweeny, Ph.D.
President

THE LEGACY

The following essay was written by Dr. Amy Bass for the January/February 2010 issue of Education Update commemorating Black History Month.

The creation of Martin Luther King Day as a federal holiday, which recognizes the importance of civil rights movements in American history, was hotly contested by many. This year, one year into the Obama presidency, it seems particularly important to pause and consider how we think of civil rights as a national legacy, what we decide to remember about it, and where we locate the figures so important within it.

In my new book, *Those About Him Remained Silent: The Battle over W.E.B. Du Bois*, I detail the late 1960s battle over creating a memorial, a national landmark, to one of the architects of civil rights in his hometown, Great Barrington, MA. Du Bois – one of the world’s greatest thinkers on issues of race and equality and human rights – created a complicated legacy. At the age of 93, he joined the Communist Party and then expatriated himself to Ghana, where he died two years later on the eve of the March on Washington, mere hours before King’s iconic “I Have a Dream” speech.

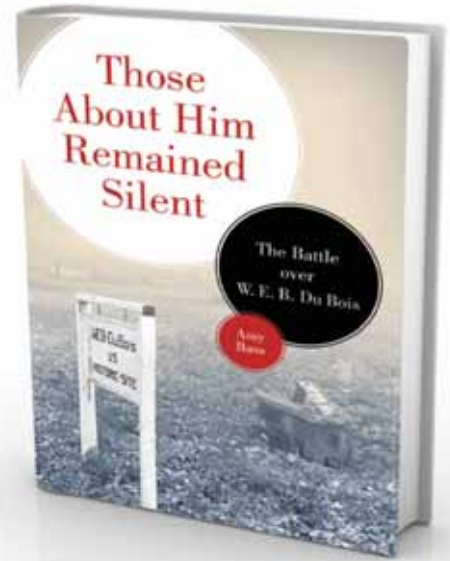
The implications of Du Bois dying a communist expatriate is what first led me to this project. It began quite small: a look into why Du Bois wasn’t more famous in the place where both he, in the late 19th century, and myself, in the late 20th century, had grown up. Why had he been virtually erased from local history? Why did I grow up learning all about other famous local figures – Herman Melville, Norman Rockwell, Edith Wharton, Daniel Chester French – but nothing about Du Bois?

And then I came across what I now think of as The Quote: “It’s like building a statue of Adolf Hitler,” said

OF CIVIL RIGHTS IN THE AGE OF OBAMA

By Amy Bass, Ph.D., Associate Professor of History

The moment of Du Bois's death was such a politically complicated one; movements of civil rights were so deeply entangled with issues of decolonization, Vietnam, Black Power, and – of course – the Cold War that few could accommodate his late-in-life communist stance within his overarching oeuvre as a black intellectual.



Harold J. Beckwith, a past commander of the James A. Modolo Post of the VFW in Great Barrington. “The man was a Marxist as far back as 1922 and we oppose a monument to a communist any place in the United States.” It was not surprising to see a VFW member opposed to the Du Bois memorial movement. Many such folks had come forward to argue against it. Was he really a local figure, some asked.

He deserted the U.S. for Ghana, others pointed out. He was a communist, most agreed.

But Hitler? Really?

Great Barrington was not alone in abandoning Du Bois. He is perhaps best known for his public disagreements with Booker T. Washington and for his central involvement with the Niagara Movement, which led to the founding of the NAACP, of which he

was the sole black member of the founding administration. He published over 4,000 works and traveled the world, including trips to Russia and China, and his writings and teachings increasingly focused on a socialist worldview. As such, he became disfavored by colleagues and enemies alike. In Cold War America, his writings were trashed from public libraries, and the State Department took away his passport. When he died in Ghana, a state funeral was held; here in America, little happened. Why?

Most simply: he died at the wrong time. The moment of Du Bois's death was such a politically complicated one; movements of civil rights were so deeply entangled

with issues of decolonization, Vietnam, Black Power, and – of course – the Cold War that few could accommodate his late-in-life communist stance within his overarching oeuvre as a black intellectual. As he writes in his final autobiography, “I would have been hailed with approval had I died at fifty. At seventy-five my death was practically requested.” His legacy created a collision among racism, global politics, and communism that few could or would accommodate.

Today, Great Barrington has slowly started to find a place for Du Bois, albeit with much (heated) conversation. But a familiar song continues to be sung, perhaps best exemplified by recent comparisons of President Obama to Hitler in the midst of the debates on healthcare. The use – and abuse – of history in this way, just as in the way Du Bois was once compared to Hitler, demonstrates how history is never about the past. It is contested terrain that people battle over every day, whether over the creation of a federal holiday for a great leader, a memorial landmark at the childhood home of one of the world's great thinkers, or – indeed – in terms of the policies of the first black president of the United States. ■



W.E.B. DuBois

For those of us who feel faint at the mere thought of blood, it can be disturbing to learn that some people – young women in particular – habitually cut themselves on purpose.

What dark inner conflicts drive this self-destructive urge? Dr. Susan Conte wanted to know, and decided the most direct approach was simply to ask.

“I wanted to hear from the people themselves,” says the licensed clinical social worker and associate professor of guidance and counseling in the Graduate School. “These are the experts, and I wanted to find out what they felt clinicians should know.”

While Susan had scoured stacks of previous research on self-injury, it centered mostly on patients in psychiatric hospitals and other institutions. She hoped to learn why “cutting” was spreading among the general populace, especially in America’s schools.



Solving the Mystery of Self-Injury

BY GARY ROCKFIELD

“One of the many naïve questions I asked at first was, ‘How did you stop your behavior?’ Nine of the ten looked at me and said, ‘What do you mean, stop?’ They were still doing it.”

And so, searching for a small but diverse group of subjects, Susan in 2004 posted notices at eight northeastern colleges and several counseling clinics.

“I was thinking no one would call to discuss something like this.” But call they did, and Susan soon had ten young women ready to confide their experiences, during a year of detailed individual interviews and another year of extensive follow-ups.

“One of the many naïve questions I asked at first was, ‘How did you stop your behavior?’ Nine of the ten looked at me and said, ‘What do you mean, stop?’ They were still doing it.”

Telling Their Stories

While experts distinguish self-injury from truly suicidal behavior, the habit does pose real dangers.

Tools of the trade include anything from scissors, box cutters, and razor blades to hammers, broken glass, and lit cigarettes. Susan was especially concerned that students who hear so much about HIV transmission will still share cutting implements with their friends.

As her interviews unfolded, Susan's findings "dispelled the notion that there is some 'typical' self-injurer," or that any single theory can explain self-injury.

"Several people talked about self-injury as a way to tell their story," with individual scars serving as reminders of specific personal traumas. For some, cutting was self-punishment, but for others it was a release from inner pain, a way of centering and calming themselves.

"The problem is multi-dimensional and the behavior is multi-determined," Susan sums up. "I'm a strong believer in listening to the individual on what it means and how it developed."

A 1973 School of Arts & Sciences graduate who returned to teach at CNR in 2004, the longtime Ursuline sister has been a social work professional since 1991 and a high school teacher before that.

"All through life, my passion has been in adolescent development. My focus has been on wellness, intervention, and educating the whole person."

Susan first read about cutting in the mid-'90s, "in a teen magazine, of all places." Consulting with school and medical professionals, she found she was not alone in her growing concern. "I was seeing more people coming forward and asking, 'Why would someone do this, and how can we stop it?'"

The New York high school where Susan was a counselor had its own small group of self-identified cutters. "These were popular, athletic-type students, the last people on Earth you would expect to be doing this."

"The whole thing really perplexed me. 'Why now,' I thought, 'at a time when women have so many more opportunities?'"

Risk Factors

Meeting with her ten subjects, Susan was determined to let them speak for themselves, rather than just slap glib clinical labels on their behavior. The results, she contends, "challenged existing theories" and shed new light on the possible origins of self-injury:

- "There were lots of psychological underpinnings, particularly depression and anxiety, which are more serious threats now than back in my generation."

- People taking prescription drugs for problems such as depression should be especially careful about going off their meds, as three of Susan's subjects said that impetuously going "cold turkey" led to their cutting. And as with many risky behaviors, participants often said that alcohol played a role.
- Consistent with existing research, eating disorders correlate strongly with self-injury. Three of the women had suffered from anorexia and/or bulimia. One of these described cutting as a way of ramping up self-punishment "to a whole new level."
- Three subjects had been victims of rape or child abuse. One rape victim said she felt "betrayed by her body" and was "punishing it" by cutting.
- Most surprisingly, Susan found that

normalized, making this look like something done by people just like you and me." Internet "support groups," Susan worries, may likewise feed the habit.

"I would avoid information presented in a provocative or glamorous way, that makes this look acceptable. I would focus on education in terms of identifying stressors and behaviors."

She says a strong family setting – especially parents you can talk to – is a big plus in getting help. "If this all starts in early adolescence, as the research indicates, the earlier we can provide intervention the better."

And what about the ten who came forward to confide such deeply personal anguish? "To a woman, they thanked me for the chance to speak and said they were encouraged to seek counseling by the experience."

The New York high school where Susan was a counselor had its own small group of self-identified cutters. "These were popular, athletic-type students, the last people on Earth you would expect to be doing this."

her group of ten included three lesbians and two bisexuals. "I had never read about the lesbian/gay/bisexual/transgender population being at risk," she notes, theorizing that some might turn to cutting as they struggle with their sexual identities, or internalize the disapproving vibes they pick up from straight society.

Media Enablers

"One thing I really wanted to figure out," Susan notes, "was if there is a contagion factor" from sources such as peers or the media. While cutting can be a way of "fitting in," participants said that influence from friends was not what spurred their own first try.

But the media – always quick to proclaim the latest hot new "epidemic" – might provide a more dangerous vector of contagion. Especially in the late '90s, it seemed you couldn't turn on the tube without seeing some troubled teen scarring herself in a "very special" Lifetime movie, or hearing a celebrity confess her dark history of cutting on *Oprah*.

"I thought it was becoming too

Just a Girl Thing?

Self-injury is not just a white suburban female phenomenon, Susan cautions. She is consulting right now with an urban middle school where cutting is on the rise. Boys can self-injure as well, especially when lured into gang-style activities.

So how many Americans actually are self-injuring? Estimates vary wildly, but research does show cutting can become addictive and continue well into adulthood.

"Interest in the problem has increased exponentially," Susan adds, "and that's a good thing. All I can say is that I am more aware now, and one of my missions is to make schools, parents, and clinicians more on the lookout. I'm certainly making sure my own students know about it."

"People self-injure to cope," Susan concludes. "We're such a quick-fix culture. We need to learn better ways of self-regulating our bodies, minds, and spirits. That's one thing we've always done here at CNR – educate the whole person." ■



PROJECT REWIND◀◀

Teens Learn How to “Save a Friend”

TODAY, ONE OF THE growing sources of organs for transplant is from people you have contact with every day, *teenage boys and girls*. With the focus on drinking and driving, a great many people – both parents and teens – feel that as long as they are not driving, it is okay to drink. In some cases, even parents themselves are providing the alcohol. How many have become oblivious to the dangers of alcohol and alcohol toxicity? Underage drinking should not be a rite of passage, and adult responses are certainly “teaching lessons.” It seems that we’ve let our guard down, oblivious to the dangers of alcohol toxicity in and of itself. **By Anne Frost, Ph.D., R.N., Associate Professor of Nursing**

The fall 2008 report of the New York State Youth Development Survey reports data from over 100,000 students from more than 400 New York schools. Alcohol in general and binge drinking in particular are on the increase. Among New York high school seniors:

- 79% have used alcohol (vs. 72% nationally).
- 49% drank alcohol in the past 30 days (vs. 43% nationally).
- 31% reported binge drinking – having five or more drinks at one time in the past two weeks (vs. 25% nationally).

- 67,000 engaged in binge drinking during the past two weeks.

This has led to an enormous cost in communities everywhere – a cost that includes brain damage and death. Yet, it doesn’t have to happen. How can these statistics be changed? Education is certainly a key factor, but particularly a new way of looking at old information. Twenty-five years ago I was one of four nurses who helped to establish the not-for-profit organization, Nurses’ Network of America (NNA). I also helped develop a program on binge

drinking, which has evolved into a new program with a moderated DVD called Project Rewind based on the premise that unlike today's video games, real life does not have a rewind button. This presentation tackles the subject of alcohol toxicity in a tough but realistic way from nurses who have had firsthand experience with the consequences of this critical health issue.

Project Rewind tackles the myths and misinformation regarding alcohol toxicity. It focuses on the dangers of binge drinking and how to "Save a Friend." It also highlights the key signs of alcohol toxicity and teaches that there is *no way to speed sobering-up*. In fact, the methods that most people innocently use – like hot coffee, cold showers, or walking it off – can actually increase the chance of brain damage and death. This program avoids the "teachy, preachy" aspects of many teen-oriented alcohol programs and has proven to be an effective method for developing responsible behavior.

The first part of the DVD portrays a teen receiving critical care in the emergency room and then "rewinds" to an earlier party with friends who do not know how to deal with the results of liquid anesthesia (alcohol). The second part of the DVD is moderated by a registered nurse, who corrects myths, provides relevant facts, and answers questions from the audience.

Rather than employ fear tactics (which generally backfire when applied to teenagers), the presentation is geared towards preparing teens to recognize alcohol toxicity and how to use this information to save their friends. The program has served thousands of students in middle schools, high schools, and alternative high schools, and even their parents through PTA meetings.

Many members of the PTAs as well as teachers were just as surprised as the children about the facts and fiction regarding alcohol. The greatest endorsement of the program was their request to have it made available to other children in various high school and middle school grades. Inevitably, student attitudes often start as skeptical, but later display increasing curiosity by asking appropriate questions and emerging anxiety about the real threat of alcohol. Even groups that appear tough and callous became enthusiastic in learning how to "Save a Friend." The NNA has received feedback from teens that actually called 911 or took friends to the emergency room based on what they learned in Project Rewind. It is an extraordinary privilege to be a part of the transformation that happens when teens are given a chance to explore and learn in a creative and nonjudgmental forum and what they learn goes on to make a difference in their lives. ■

In fact, the methods that most people innocently use – like hot coffee, cold showers, or walking it off – can actually increase the chance of brain damage and death. ◀◀



FACULTY NEWS

Dr. Kenneth J. Doka, professor of gerontology, just published his 26th book, *Mourning Beyond Gender: Understanding the Ways Men and Women Grieve*, which continues earlier work exploring adaptive grieving styles.

Dr. Isola Kokumo, instructional staff, social sciences, was the guest speaker at the Egbe Omo Yoruba Chapter of Greater New York. His topic "Remembering Awo in Times of Crises" focused on the very prominent Nigerian politician, the late Chief Obafemi Jeremiah Awolowo.

Dr. Judy Gordon, associate professor of social work, presented the paper "Integration of Mexican Immigrants into Life in the United States: Obstacles that Confront Mexican Immigrant Women in Their Adjustment," at the Thirteenth National and Third International Conference on Social Work Research in Times of Social Crisis, held at the National Autonomous University of Mexico, in Mexico City. The paper was included in published proceedings of the conference and is being adapted for possible publication in the United States.

Deborah Hunt, assistant professor of nursing, with **Dr. Connie Vance**, professor of nursing, is spearheading the development of a newly formed Nurse Advocacy Forum. The Forum will provide mentoring support, networking opportunities, advocacy, creative problem solving, and leadership development among alumnae/i who are "novice nurses, senior students, and faculty."



Laughter Is Life

BY FRANK T. RIZZA, Ed.D.

Associate Professor of Career Development and Mental Health Counseling

I HAVE BEEN INTERESTED IN HUMOR AS LONG AS I CAN REMEMBER. When I was young, I was always looking at life through the lens of humor and I often used humor to defuse school yard tensions or classroom issues. Later, as I started dating, I used humor as a way to talk to girls. Yet, in graduate school, when I was studying to be a counselor, I was told that humor is not something that should be used while counseling people. I had multiple issues with some of my professors over this and at that time I started to research the use of humor in the counseling process. I continue to research humor in counseling as well as in resilience and life in general. I truly believe that humor is essential to life.

Laughter by itself is good for you, and humor both extends life and makes life much more worth living.



Humor is so much more than just listening to or telling jokes. Humor, as I envision it, is a way to look at life from a different perspective. It is sort of like thinking outside the box.

Now, I do not actually think that laughter is the equivalent of life. However, laughter by itself is good for you, and humor both extends life and makes life much more worth living. Without getting terribly technical or citing multiple sources, there have been extensive studies that show that humor and even laughter by itself is healthful. Laughter by itself, without a reason, actually lowers blood pressure and perhaps cholesterol. A good bout of laughter can be used as an aerobic exercise, and if one laughs out loud for ten minutes per day, they will positively impact their health through the cardiovascular system. In addition, if others hear you laughing with no known source of humor, those around you will give you added respect or at least will think you are crazy and give you more room at parties. (LOL)

Humor is more appropriate to look at when one wants to consider the impact on life. Laughter is great, but humor normally creates the laughter and in fact, even without laughter humor creates good psychological, mental, and physical health. Humor is so much more than just listening to or telling jokes. Humor, as I envision it, is a way to look at life from a different perspective. It is sort of like thinking outside the box. There is empirical, scientific evidence for the positive effects of humor on most all of our physical systems as well as our mental status. I believe, and this is backed up by a significant number of scientific studies, that having a good sense of humor is critical to one developing resilience in life. There is much anecdotal evidence in addition to empirical research that indicates that humor is

considered good for one and will assist one in getting older. Yes, that is correct, we have a better chance of living longer when we have a good sense of humor and perhaps more importantly, we have a greater chance of being healthy while we age and enjoying our life as we age.

Art Buchwald, the late Pulitzer Prize winning humorist, was noted for his sense of humor. While he was in a hospice facility after his kidneys ceased to function, he said that in every situation there was always something to laugh about, even in the hospice unit while waiting for his own death. When we alter how we look at something, we can see things from a different point of view. This altered perception often allows us to see the humor in a situation and gives us pleasant memories of what has been troubling us. For example, at a beloved uncle's funeral, one of his friends went to the pulpit to say some words about the deceased, who had taught this friend how to whittle. This friend, who I did not know, wanted to let all of us know how my uncle had a great sense of humor and that this is what we should remember about this situation, not the pain of the loss. The friend went on to tell us that the first time my uncle sat with this gentleman to teach him to whittle, my uncle said that one must always pay attention to the rule of thumb in whittling. All in the audience sort of looked around wondering what the rule of thumb was. The speaker went on to say that my uncle then said the rule of thumb was "keep it out of the way." After a few seconds, while people adjusted their perception, we all roared with laughter.

This allowed us to see past the pain of the loss of this beloved person and to see the joy and humor that he had brought to so many people while he had shared his gentle humor with them. Let us not think it is only the common people who look to humor as a method of coping with stress. No less a person than Abraham Lincoln stated that humor was critical to his functioning during the Civil War. Richard Carwardine wrote of the great man in his book *Lincoln*: "relief also came from his well developed sense of the ridiculous. Lincoln used humor as his recreational drug. What others derived from a glass of wine or a pleasurable meal, Lincoln got from hearty laughter. He relished in humorous writing....He loved anecdotes and jokes....He used them sometimes as political camouflage but at other times as a refuge, contagiously leading the laughter....When during the dismal days of 1862 he was rebuked by a senator for embarking on a humorous story, he (Lincoln) protested poignantly, 'I say to you now, that were it not for this occasional vent, I should die.'"

Interestingly enough, I would hazard a guess that if we know people who are well into their eighties and nineties, we will see that they have a good sense of the ridiculous. They laugh at much of their troubles and they always seem to find the humor in most situations. I know of no old, unhappy people. Those aged people that I do know all seem to have a great sense of humor. Now isn't that funny, when you think about it? ■

DYLAN 101

BY NICK SMART, Ph.D.
Associate Professor of English

Dylan also very famously predicted that the future would see a bunch of pointy-headed types arguing over what the songs he poured out of his typewriter meant. Apparently the true Bob fan wasn't supposed to become a professor of Dylan, **but I have.**

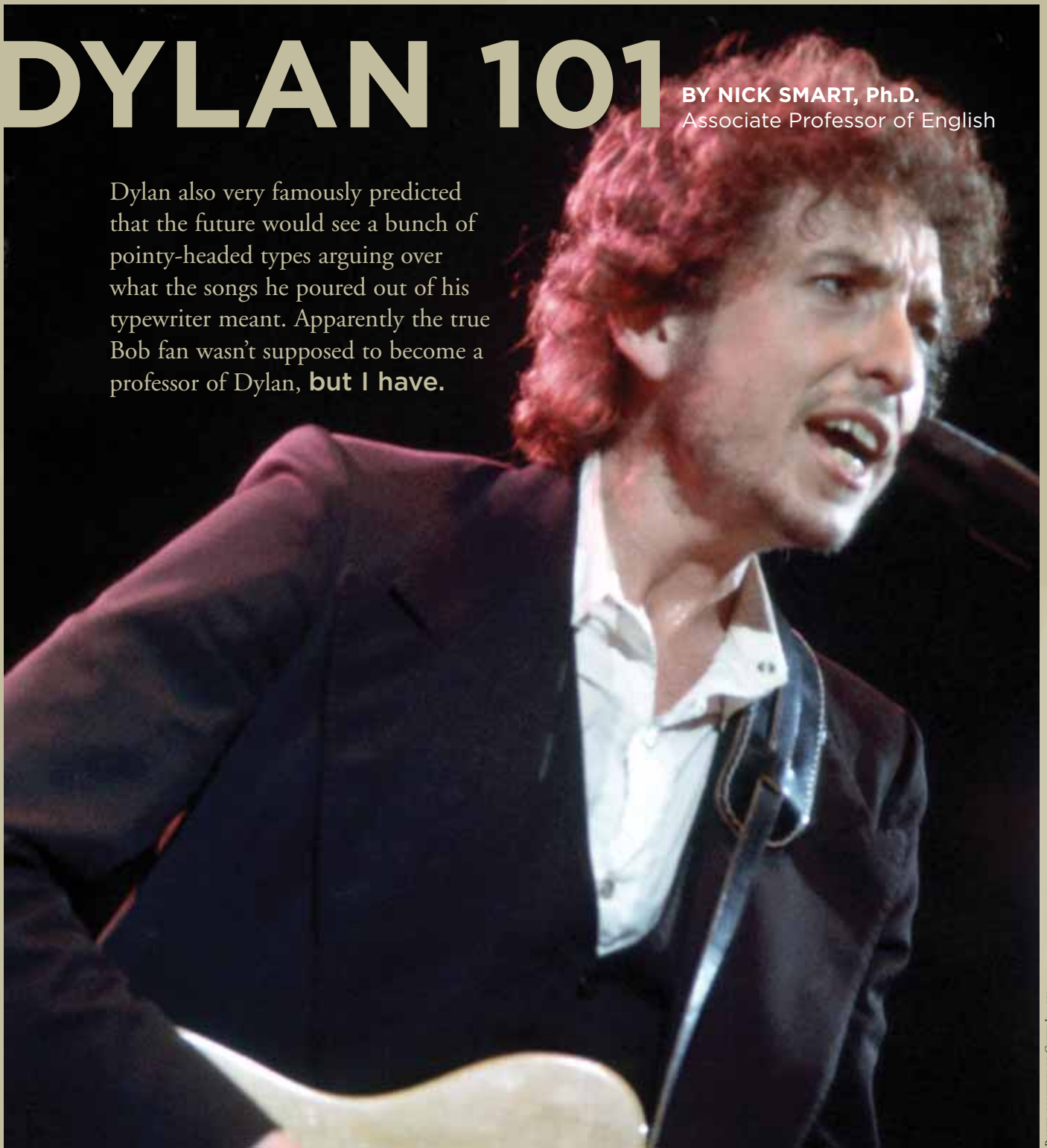


PHOTO COURTESY OF GETTY IMAGES.

In “Ballad of a Thin Man,” a song whose anti-hero knows “something is happening,” but doesn’t know “what it is,” Bob Dylan sneers that the archetypally uncool Mr. Jones has “...been through all of/ F. Scott Fitzgerald’s books” and is “very well read/ It’s well known.” Dylan also very famously predicted that the future would see a bunch of pointy-headed types arguing over what the songs he poured out of his typewriter meant. Apparently the true Bob fan wasn’t supposed to become a professor of Dylan, but I have. Here’s how:

I started listening to Bob Dylan sometime before 1979. I can fix the year because I remember that in ninth-grade English class I more than once wrote out from memory the words to Dylan’s “Tombstone Blues” (in which the “...National Bank at a profit sells road maps for the soul/To the old folks home and the college”) while I was also paying strict attention to whatever lesson was at hand. That song is on the record *Bringing It All Back Home*, one of two Dylan albums that my parents owned and I discovered and appropriated. A few years later, when I was in college, I heard “Blood on the Tracks” (1972). That was

the spring of 1984, the same year I read Virginia Woolf's *Mrs. Dalloway* (1925). The record and the novel affected me in similar ways. Both artists had voices that made me want to listen hard and issued from atmospheres that made hard listening a pleasure. It's romantic but true that I can trace my scholarly career back to that spring, and that smash up of forms and voices. Maybe the association of that record with great literature was inevitable. Dylan likes to claim that the songs were inspired by Chekhov short stories. Most people think they were inspired by numerous love affairs. I'm pretty sure these explanations can peacefully coexist.

As the years went on, I was lucky enough to publish a few of my words on Woolf here and there as I followed the path that took me through graduate school at NYU and to the English Department at CNR, finding opportunities along the way to listen to Dylan with my students. I've always been interested in the reactions of Old Testament readers to Dylan's take on an iconic patriarchal moment, the one in which, in Bob's words, "God said to Abraham, 'kill me a son,' and Abe says, 'man you must be putting me on.'" Eventually, working with that verse inspired me to ask students what they thought Dylan meant by locating the near-sacrifice of Isaac, along with a few other tests of faith and sanity, on *Highway 61*. These assignments usually went well. I realized that Dylan belongs in the English classroom, even though he acts suspicious of the place.

Many other pointy-heads had the same idea. Christopher Ricks, an English scholar whose work is on the heavyweights of literary history, like Milton, Keats, and T.S. Eliot, published *Dylan's Visions of Sin* in 2003. The book treats Dylan as a writer whose literary and philosophical merit will assure him a place in history. In academia we borrow a term from church law and the making of saints to call that kind of claim canonization. Once Ricks had offered so weighty and tempting a proposition, the floodgates were open. In 2007, Dylan's home state of Minnesota planned to

host an array of events including a four-day symposium all about Bob, a museum exhibition of Dylan memorabilia, including a paper on *The Grapes of Wrath* (1939) that he wrote in high school (got a B+, as I recall), and a special session on Dylan during the Organization of American Historians' annual meeting. My colleague Amy Bass, director of CNR's Honors Program, alerted me to that session. She and I had been talking about offering an honors seminar (The American Singer-Songwriter) in which Dylan would be important. The paper I wrote for the OAH event, "Nothing but Affection for All Those Who've Sailed with Me," was about Dylan's songs of place, real ones like "Oxford Town," and symbolic ones like "Desolation Row" (a song my first Singer-Songwriter class was thrilled to find covered by the group My Chemical Romance on the *Watchtower* soundtrack).

I've always been interested in the reactions of Old Testament readers to Dylan's take on an iconic patriarchal moment, the one in which, in Bob's words, "God said to Abraham, 'kill me a son,' and Abe says, 'man you must be putting me on.'"

While I was researching "Nothing but Affection," I ran into another Dylan scholar, Nina Goss, who writes a Dylan blog and edits the journal *Montague Street*. Nina knew that the journal *Popular Music and Society* was doing a special issue on Dylan and thought they would publish my paper, which they did in May 2009. More importantly, Nina and I struck up a friendship and Dylan collaboration that led us to the Northeastern Modern Language Association meeting in 2008, where we were joined by our colleague David Gaines from Southwestern University in Texas as we discussed Dylan's global reach. My contribution was the speculation that Dylan seeks

artistic immortality much the same way John Keats did. The ideas from that paper became one of the sections of the Singer-Songwriter course. After writing papers connecting Dylan to the traditional blues and folk music they had listened to and read about, students considered the artistic importance of the folk singer in general and Dylan in particular. Their papers for this assignment were informed by Christopher Ricks's book, and especially by Nietzsche's insistence in *The Birth of Tragedy* (1872) that we "conceive the folk song as the musical mirror of the world, as the original melody, now seeking for itself a parallel dream phenomenon..." Once students had tangled with the phenomenon of Dylan's dreamscapes, they were ready to find parallel experiences of their own. The course concluded with presentations of the students' own favorite singer-songwriters (Eminem, Conor Oberst, Ani DiFranco, even Shania Twain) and performances in which they allegorized—in the style of the Todd Haynes film *I'm Not There* (2007)—an aspect of Dylan's or one of their own musical hero's life. A surprising amount of good singing and acting was unleashed during those presentations, and the range of responses put me in just the right frame of mind for my next Dylan project.

Nina Goss and I are co-editing a book the working title of which is *Dylan at Play*. It is a collection of essays that grew out of our MLA panel. The book will consider Dylan through the lenses of cultural studies, linguistics, communications theory, philosophy, religion, and both personal and national histories. Many of our Dylan friends are contributing to the volume, including Colleen Sheehy, a well-known Dylan critic who I presented with in Minnesota back in 2007, David Gaines, and my colleague in CNR English, the poet and scholar Cynthia Kraman. The book is under contract to Cambridge Scholars Press and is planned for release in 2011. That will be a privileged moment; hopefully not the last one this fun job of playing with Bob Dylan affords me and my students at The College of New Rochelle. ■

**By Geraldine Valencia-Go,
Ph.D., A.P.R.N., BC, CS**
Associate Professor of Nursing

Are Nurses Meeting the Challenges of Multicultural Populations?



There's no need to go out of the country to realize that U.S. society is multicultural. The 2010 U.S. Census, currently underway, will continue to document the diversity of this nation.

Yet, is the U.S. a “melting pot” where people eventually exchange their cultural and ethnic heritage for the mainstream culture or a mosaic of cultures? Personal experience strongly indicates the latter. Most every major ethnic group strives to maintain its sense of belonging and identity through its customs, language, traditions, and values. Multiculturalism can be seen clearly in parades, carnivals, fairs, and celebrations of holidays. Then there are the many ethnic enclaves in major cities. Astoria in Queens has a large Greek population; Arthur Avenue in the Bronx has an Italian neighborhood. Chinatown, Little Italy, Flushing, Hispanic Harlem, Queens Village, and Long Island, just to name a few, all teem with ethnic groups.

Multicultural differences also influence the way certain groups view and utilize healthcare, a subject of great interest to me that I have researched extensively. In the last Census, the three major ethnic/cultural groups

identified were Asians, Blacks/Africans, and Latinos/Hispanics.

The health problems of approximately 14 million Asian-Americans are similar to those of the U.S. population. However, Asians often underutilize healthcare services, relying on traditional folk medicine. Blacks/Africans number almost 40 million persons, making them the second largest ethnic group. The Black/African church and spirituality play important roles in resolving issues including health-related ones, and Blacks/Africans use a combination of traditional folk approaches as well as professional care for health needs. While they experience the same health issues that affect other Americans, they have higher rates of mortality from major diseases because of lack of access to healthcare services and their hesitancy to rely on the services offered by healthcare facilities that are primarily staffed by Whites. Latinos/Hispanics, the largest ethnic group in the U.S. population with a 2010 projection of almost 48 million members, often attribute diseases and illnesses to many supernatural and psychological issues. They rely heavily on traditional folk medicine, and because cultural orientation is directed to the past, preventive health-

care is not viewed as important. They also often have less access to healthcare services, and Western approaches to care are inconsistent with their cultural norms.

Meeting the healthcare needs of multicultural populations is clearly challenging. So, is the nursing profession responding? Indeed. Starting with the education of future nurses, initiatives are in place at many different levels. Accrediting bodies such as the National League for Nursing (NLN) and the Commission on Collegiate Nursing Education (CCNE) consider cultural diversity essential in preparing professional nurses. Hence, nursing programs such as the one here at the College require a transcultural course. In this course, students look at numerous cultures and determine how to best deliver care. For instance, how does a nurse address dietary modifications if the patient is Asian? How does one approach a Latino/Hispanic elder about preventive care? How does one give physical care to an Indian woman when touch is considered unacceptable among strangers? Does eye contact always mean interest and sincerity in all cultures?

A decade ago, the CNR School of Nursing received a federal grant that

addressed the needs of students from ethnic minority populations. One goal of the three-year project, Growth and Access Increase for Nursing Students (GAINS), was to prepare students as professional nurses who would practice with underserved minority populations. The cultural needs of the students were also considered to ensure their success in the program. Of the 65 participants, all but two were successful in their first attempt at the RN licensing examination. Lessons learned from the grant are still in place as part of teaching strategies in the BSN program.

Students also use textbooks with feature boxes highlighting culturally-appropriate nursing care approaches for specific cultural groups, periodicals and journals that focus on the research of transcultural nurses, and regional conferences, seminars, and workshops sponsored by the Transcultural Nursing Society.

As part of their clinical study, CNR nursing students work with diverse patients in all settings. From their first clinical nursing course, they encounter diversity in senior centers, adult day care, long-term care, and rehabilitation facilities. They consider cultural factors in developing and implementing teaching projects focusing on physical safety, medication safety, and nutrition. They assess cultural and religious beliefs and how these influence the elder's health beliefs and then use this knowledge to plan individualized care. As students progress in the curriculum, they gain valuable knowledge of disease processes and approaches to care. They integrate learning from their transcultural course to modify their nursing care to meet the unique needs of the person. For instance, a student working with a hypertensive Chinese patient will not talk about salt but rather the sauces used in cooking. For a Caribbean patient, one would discuss the avoidance of jerk seasoning as part of management.

Practicing nurses continue their commitment to cultural diversity. They consult professional literature to guide them in addressing the diverse health issues of multicultural popula-



How does a nurse address dietary modifications if the patient is Asian? How does one approach a Latino/Hispanic elder about preventive care? How does one give physical care to an Indian woman when touch is considered unacceptable among strangers? Does eye contact always mean interest and sincerity in all cultures?

tions. In the practice settings, they use language banks and multilingual resources to enhance their communication, especially in patient education. In-service programs in every facility most often include a seminar on culturally competent approaches with case studies of actual situations. Nurses' Week, celebrated in May, is often an excellent time to address multicultural nursing care.

Multicultural populations present many challenges in all spheres of life. Every day there are incidents of clashes between persons of different cultures and ethnicities. How society deals with these challenges will define who we are in the years ahead. Nurses as professional healthcare providers are meeting their challenges and continue to strive for excellence in working with multicultural populations. ■

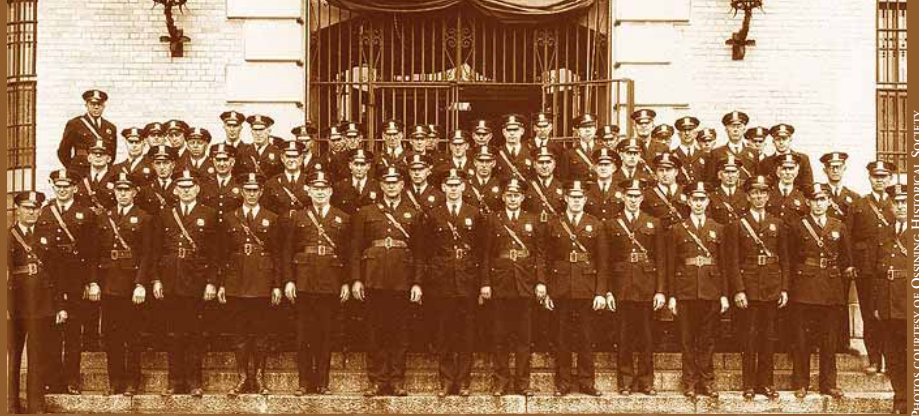
FACULTY NEWS

Dr. Walter Sullivan, associate professor of educational leadership, received The Recognition Award at the New York State Teachers of English to Speakers of Other Languages (TESOL) Annual Conference for his work to further the TESOL profession and facilitate the English language acquisition of LEP students.

Dr. Faith Kostel-Hughes, associate professor of biology, and **Dr. Diane Quandt**, associate professor of education, made a presentation at the 6th Annual Meeting of the Environmental Consortium of Hudson Valley Colleges & Universities on their experiences in teaching "Environmental Studies of the Hudson Valley," a CNR course they developed to demonstrate to teacher education students the benefits of interdisciplinary and experiential approaches being used to explore and incorporate environmental topics into the classroom.

Dr. Dorothy Larkin, associate professor of nursing, received the Best Paper Award from Sage Publications and *Nursing Science Quarterly* for her research on "Ericksonian Hypnosis in Chronic Care Support Groups: A Rogerian Exploration of Power and Self-Defined Health-Promoting Goals."

Meri Weiss, instructional staff, letters, was named a finalist for a 2009 Lambda Literary Award in the Debut Fiction category for her novel *Closer to Fine*.



PHOTOS COURTESY OF OSSINING HISTORICAL SOCIETY.

THERE HE IS. TOP ROW; DEAD CENTER. Robert Seth “Grampa” Goewey stands right in front of the open gate to Sing Sing Prison, along with more than 50 other stone-faced officers brass-buttoned tight in blue wool tunics.

The photo is dated 1935, Sing Sing’s heyday, when Warden Lewis Lawes, bestselling author and national radio star, ran the brutal penitentiary like an impresario. *TIME* magazine dubbed Lawes “America’s Warden” and he made history, while garnering lucrative Hollywood deals for the prison by offering it as backdrop to some of the Depression-era’s most famous gangster pictures. As Lawes was seeing the prison immortalized on film, the limestone and iron tiers confined real-life serial bank robbers like Willie Sutton — a practiced escape artist as well, who sawed his way out and stayed free for a year — alongside the Mob-enforcer cutthroats of Murder, Inc. The Ossining Historical Society, vault for all things Sing Sing, is packed with such rare photographs from the Big House; but this one, strange as it might sound, represents a family portrait.

GROWING UP SING SING

BY DAVID GOEWY
Instructional Staff

The Goewey family business was guarding Sing Sing. In the prologue to my book *Crash Out: The True Tale of a Hell’s Kitchen Kid & the Bloodiest Escape in Sing Sing History* (Crown 2005), I write about my family’s connection to the fabled Big House. Get born into the third generation of prison officers — grandson, son, and brother to guards — and your family automatically extends to the other tough-as-steel men (and women, now) who stand the walls. Researching my book, this relationship got me a once-in-a-lifetime, convict-eye tour of the prison. I suppose every

guest of Sing Sing is walked down the former Death House’s “Last Mile” to the site of the notorious electric chair, where during the previous century more than 600 people were gruesomely executed. And maybe any reporter with a pass and a hand-stamp gets escorted through the five-story-high tiers inside A- and B-blocks, the largest freestanding cellblocks in the world. But I bet only a member of the family is taken to the basement for an intimate view of the shower rooms, complete with lathered inmates (I truly didn’t expect that on the itinerary).

One spring afternoon, I was at John Jay College of Criminal Justice’s Lloyd Sealy Library, the site of Warden Lawes’s archive, poring over his papers. A single brittle page among the cataloged volumes stopped me, made me laugh in acknowledgement. The sheet was a handwritten petition in support of the warden and his questionable handling of the escape that claimed four lives in all. All the signatures were clear, even remarkable (judging from the many contemporaneous police reports and defendant statements I studied, it seems everybody in those

days — from hard-boiled cops and prison guards to the two-bit crooks they collared or caged — had beautiful penmanship). But the one endorsement that stood out among the dozens of columned names was my grandfather's. Robert Seth headed a family of staunch Republicans, law and order all the way, so his support of authority is no surprise. But the signature's discovery among the boxed volumes of yellowing pages was a tingling confirmation of my peculiar pedigree; no matter that I opted for the pen over the Billy-club — I am linked by the blood in my veins to an American cultural icon, and a very dark place indeed.

The following is an excerpt from *Crash Out: The True Tale of a Hell's Kitchen Kid & the Bloodiest Escape in Sing Sing History* (Crown 2005):

Chapter Seven: The Prison That Lawes Built

From his office on the second floor of the Administration Building, Sing Sing warden Lewis E. Lawes could stand at the wide arched windows and see west into the lower prison. Through the steel bars, Lawes had a perfect view of the recreation field in the prison's old section, down at the Hudson River's mossy edge. There, on any given summer weekend, prison inmates challenged visiting teams from the local area to lively games of baseball. If business kept him from his seat behind home plate — in prison, a weekend was a workday, too — the warden was almost certain to steal a few minutes from his desk to catch a game. The batters would swing hard under the watchful eyes of the guard assigned to 10 Post — the tower behind home plate — and of the spectators in the always-crowded bleachers that stretched along the first and third base lines. Prison inmates were passionate about their team, the Sing Sing Orioles, and their noisy cheers rose on the warm river breeze drifting through the office window's open transom — pure music to the warden's ears.

Of all the changes the warden had accomplished in his twenty years at Sing Sing — the list was long, he liked to boast — Lawes Field was one of his



Sing Sing warden Lewis E. Lawes

Get born into the third generation of prison officers — grandson, son, and brother to guards — and your family automatically extends to the other tough-as-steel men (and women, now) who stand the walls.

proudest achievements. One of Lawes's predecessors, Warden Thomas McCormick, had instituted baseball as an official recreation back in 1914. But Lawes had the vision to build on that initiative, landscaping a scrub lot at the river's edge to a professional-grade ball field. He even went so far as to invite major league teams, such as the New York Giants and the Yankees, to take on the inmates. No less a star than Babe Ruth had pointed his bat at the Administration Building one Sunday afternoon, launching a ball way over the twenty-foot-high wall, where it bounced across the New York Central railroad tracks bisecting the new and old prison grounds....

These games, which filled column inches in the local newspaper as well as bleachers and sidelines, not only gave the notorious prison a public relations face-lift but also exemplified one of Warden Lawes's favorite maxims: "prisoners should be encouraged to spend their leisure in healthful recreation." But, Lawes was quick to add, only those inmates who earned the privilege. Rehabilitation was a two-way street: if a man followed the strict prison code, only then would he enjoy increased freedoms.

On one August weekend in 1940, however, Lawes could spend little time rooting for the home team. The prison's annual budget was due in Albany in only a few weeks. Returning to work, Lawes would settle back at his desk, the cheers outside rising higher and then fading as the runners rounded the bases. He may not have noticed it every day, but the carved wooden *escritoire*, like much of Sing Sing's office furniture, was a work of art. Ornate, delicately filigreed by the inmates assigned to the woodworking shop, the desk was a manifestation of the warden's belief that prisoner rehabilitation could be achieved only by "turning these prisons into plants where human impulses and the desire for normal living can be recharged with vigor and encouragement." Almost anywhere you looked in Sing Sing during Lawes's tenure, you saw other examples of this progressive thought at work: not just in the popular baseball team or the convict-crafted furniture, but also in the new school (with mandatory attendance for all inmates with skills under a sixth-grade level), the football team (the Black Sheep), the prison band, and — perhaps most famous — the lavish rose garden landscaped by Charles Chapin, a former editor of the *New York Evening World* who was serving a life sentence for killing his wife. Despite occasional criticisms that Lawes was coddling the inmates, no one could deny that New York's third oldest prison represented the latest in prison reform...

But a change was simmering that August, down there in the bleachers at Lawes Field. Something was coming, a plan circling in whispers and quick glances between two new arrivals and a veteran convict. The three were "yeggs," prison slang for stick-up artists, and their actions in the months ahead would alter the course of the famous warden's career and stain his carefully planned-for legacy. Lawes once wrote about inmate fans watching a game, reporting that "there was not a shady or ominous thought in all that crowd of men."

That summer, his boast could not have been further off-base. ■

The ABCs of Literacy

BY GARY ROCKFIELD

If you can read this, thank a teacher. And plenty of teachers, in turn, are thankful for Dr. Alice Siegel.

At the CNR Graduate School, Alice is an assistant professor of literacy, working both with future educators and experienced pros.

But out in the field she is also known as an ace turnaround artist, swooping in to help save struggling schools from the clutches of low test scores and sub-par student skills.

"The principal in an urban school is dealing with so many different problems," Alice explains, "and so are the teachers. Even if they are very determined, it can be easy to go off track. I come in like a laser beam and focus on just this one area – improving the reading and writing instruction.

"And once the reading scores improve, *all* the scores improve."

Brought in by poverty-area schools intent on closing the achievement gap, Alice works to show that children in poor neighborhoods need not be doomed to poor performance.



"And once the reading scores improve, all the scores improve."

"It's not that I wave a magic wand or have a bag of magic tricks. What I do have is a very large toolbox, an endless supply of ways we can do things. Instead of just telling teachers to try the same thing again and again, if A or B isn't working we can go all the way to X, Y, or Z.

"And I do not leave the school until we find what is going wrong and come up with a solution."

Gaining Trust

Usually focused on the elementary or middle-school grades, Alice first takes time to size up the situation – watching the staff in action and reviewing test scores to see where students are weakest.

"Then I try to establish a relationship with the teachers, maybe do a demonstration lesson, ask where they need help. I make it clear I'm not supervisory, that it's not me against them.

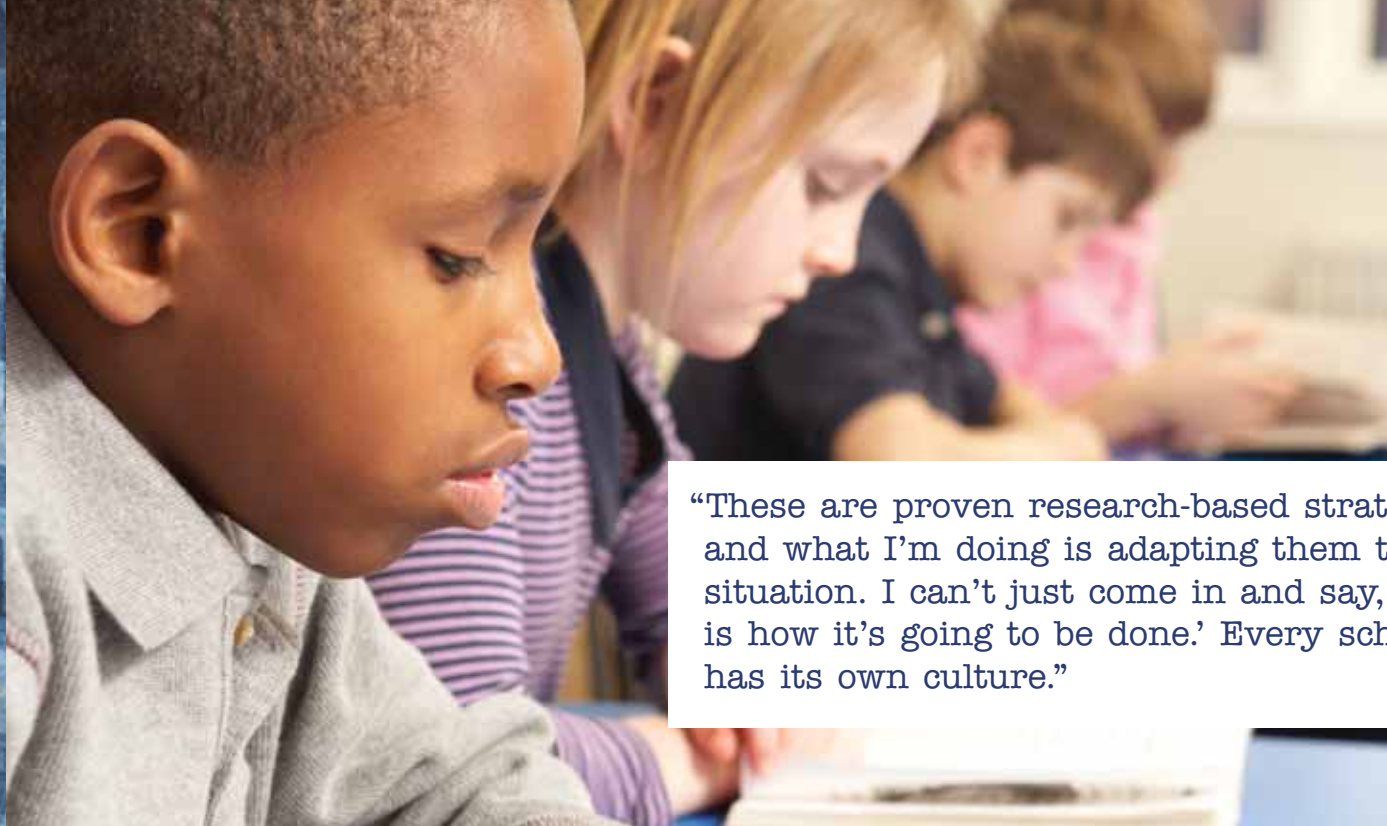
"It does take time to build trust. The really important thing is that the coaching is ongoing – they know I'm coming back and coming back. And if something isn't working, we'll try another way.

"I've always had this passion," Alice says, "since I started as a reading specialist 35 years ago." As an administrator in Greenwich, CT, she helped turn that district's lowest-performing school into its best.

Brought in next by Mount Vernon as director of Reading Language Arts, Alice bumped up scores at some of the lowest-ranking elementary schools in the Westchester-Rockland area. While some schools initially greeted her with caution, she quickly made inroads at one that was especially hungry for improvement.

"There were some really good teachers there, they just weren't focused. When we got to the top of the rankings, people at the other schools began to get the idea that I must know something.

"These are proven research-based strategies, and what I'm doing is adapting them to the situation. I can't just come in and say, 'This is how it's going to be done.' Every school has its own culture."



“These are proven research-based strategies, and what I’m doing is adapting them to the situation. I can’t just come in and say, ‘This is how it’s going to be done.’ Every school has its own culture.”

On the Same Page

But one key ingredient is structure, Alice insists. “Schools need to create a block of uninterrupted instruction, at least 90 minutes to two hours, not just 20 minutes here or 30 minutes there. So reading flows into writing, which flows back into reading.”

Often working with Dr. Marlene Zakierski of Iona College, Alice demonstrates how to immerse students in a reading-rich environment: book chats, research projects, and vocabulary-building, more one-on-one assessment by teachers, and stepped-up involvement from school librarians, the media-center team, and a “literacy coach” appointed at each school.

“The entire staff has to be on the same page, from the ESL and special ed teachers to the media specialist and the art teacher, incorporating reading and writing into their activities. The goal is to get everybody to be a teacher of reading, in one form or another.”

A concerted effort is made to extend learning, with later library hours and after-school tutoring, and to engage busy parents with take-home activities such as Book-in-a-Bag.

“A book with an activity goes home every night. Most parents can spare 15 minutes a night,” Alice says, “and they know this will be there. We also work with parents on how to read to your child, and listen to them reading.”

Cash-strapped schools and taxpayers will be happy to hear that these ideas require no extra dollars. “Use whatever materials you have,” Alice advises. And what works in Westchester can work anywhere, even impoverished regions of Africa, where Alice conferred with educators while presenting a paper in Tanzania last summer.

“It’s not a program,” she emphasizes. “It’s a way of teaching.”

Left Behind – For Life?

Looking to share all she has learned, Alice joined CNR in 2007. “One thing that gets me excited is when my teaching students come back to me with ways they’ve improved on my ideas. It’s not just a one-way street.”

Consulting right now with Westchester’s first charter school, in Yonkers, Alice believes that “the greatest shake-up” during her career has come from No Child Left Behind.

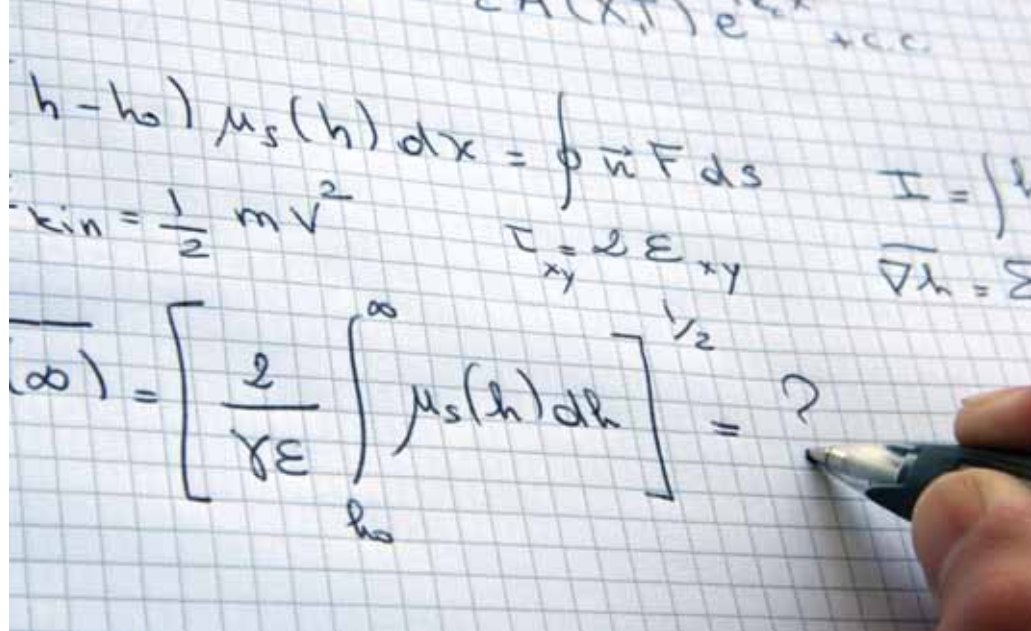
While that federal program may overemphasize test scores, she does credit it for “putting the spotlight right on the low-performance, high-risk schools – and saying, ‘We have to do something.’”

The program, she says, has also demonstrated that poverty, not race, is the biggest factor in poor performance. “Poverty brings stresses that prevent parents from providing the learning experiences that better-off children are exposed to.

“Children learn by listening to language,” adds the professor, who has also co-authored a successful series of non-fiction for youngsters. “I know with my own grandchildren that someone is reading to them every night. But kids from homes where very little print is available spend their whole lives trying to catch up.”

And many never do. At a defensive-driving course Alice recently took, “out of the 30 people, 10 couldn’t read.”

With society’s demand for literacy now greater than ever, “the need is also greater to insure that the entire population can read. We have to believe that every child can and will be successful.” ■



Teaching Math as Art

By Kenneth Leong, M.S., M.B.A.
Coordinator of Math Services

Mathematics without the self-discovery and inventive element is like someone trying to walk with one leg. As far as I can see, today's school mathematics has no lack of formalism or "rigor."

But as long as the creative element is absent, mathematics will be starved of vitality.

The book of Chuang Tze tells a story about a dexterous cook whose knife never goes blunt. The way he cuts up an ox is so skillful that it looks like a dance. An aristocrat who has witnessed his performance is mesmerized and asks the cook to explain his art. The cook replies:

A good cook changes his knife once a year — because he cuts. A mediocre cook changes his knife once a month — because he hacks. I've had this knife of mine for 19 years and I've cut up thousands of oxen with it, and yet the blade is as good as though it had just come from the grindstone. There are spaces between the joints, and the blade of the knife has really no thickness. If you insert what has no thickness into such spaces, then there's plenty of room — more than enough for the blade to play about it. That's why after 19 years the blade of my knife is still as good as when it first came from the grindstone.

This is a story about the art of living. I believe it also gives us certain insight into the mastery of anything, including mathematical problem solving.

C.P. Snow has lamented on the gulf between the culture of humanities and the culture of the sciences. But the division between the arts and the

sciences is artificial. In traditional Chinese culture, mathematics is one of the *Six Arts*. The others are rites, music, archery, horseback riding, and calligraphy. In a pre-modern holistic vision of education, there were no solid boundaries between the disciplines. They cross-fertilize and share many big ideas. In the Taoist view, they represent different doors to seek the Tao.

According to an Associated Press-America Online poll, roughly 40 percent of American adults indicated that they hated math in school. About twice as many people hated math more than any other subject. But if we turn our attention from school math to math in the world of games and recreation, the picture is not so grim. Today, there are very few supermarkets that do not carry Sudoku or other games of logic and reasoning. The love of puzzles is human, but the love of school math is not.

What is the big difference between recreational math and school math? The answer is simple — the former allows for individual differences, novelty, and creativity. In my classroom, I ask students to keep a math journal, in which they jot down their thoughts and reflections about math. In reading these journals, I've discovered that most students perceive mathematics as

a collection of facts, formulas, and algorithms. One student wrote that she liked the kind of math in which there are known formulas. In such a case, her job is simply to input the numbers into the formula and get the result. But the performance of clerical tasks is not the same as doing math, and students whose experience with mathematics is restricted to applying formulas will likely think of math as a mechanical process devoid of beauty, meaning, or fun.

As math educators, how can we re-enchant mathematics? In the preface of his classic book, *How to Solve It*, famous mathematician George Polya draws our attention to a much neglected aspect of mathematics:

Studying the methods of solving problems, we perceive another face of mathematics. Yes, mathematics has two faces; it is the rigorous science of Euclid but it is also something else. Mathematics presented in the Euclidean way appears as systematic, deductive science; but mathematics in the making appears as an experimental, inductive science. Both aspects are as old as the science of mathematics itself. But the second aspect is new in one aspect; mathematics in statu nascendi, in the process of being invented, has never before been presented in quite this manner to the student, or to the teacher himself, or to the general public.

Mathematics without the self-discovery and inventive element is like someone trying to walk with one leg. As far as I can see, today's school mathematics has no lack of formalism or "rigor." But as long as the creative element is absent, mathematics will be starved of vitality.

How can one teach mathematics as an art form? My recommendation is to start with the fundamentals. In our society, adult innumeracy is a widespread problem. To help students gain an appreciation of mathematics as a creative art, I typically start with "Karate Math"—a term I coined for an approach to math education which emphasizes insight, understanding, and creativity and deemphasizes technology. The word "karate" comes from two word roots. "Kara" means empty and "te" means hand. While karate in mar-

tial arts means a way of fighting without weapons, Karate Math means a creative way of doing mathematics without relying on the calculator, canned solutions, or high technology. I deliberately ban the use of calculators for beginners for two reasons. First, the availability of a calculator is often seen by students as a substitute for understanding or thinking. Second, students who desperately cling to the calculator will lose the opportunity to experience math as a gentle art.

Let us now return to the Taoist story. Cook Ting, the dexterous butcher, briefly describes his progress in mastering the Tao of cutting. He tells his admirers: "When I first began cutting up oxen, all I could see was the ox itself. After three years I no longer saw the whole ox. And now — now I go at it by spirit and don't look with my eyes."

Mastery typically comes with a new way of seeing. A good way to demonstrate the art and "magic" of Karate Math is to give students a few basic math problems to be done in the head. In the beginning of the semester, I asked my students to solve this simple arithmetic problem using mental math: what is $5 \times 37 \times 20$? For the uninitiated, this calculation may take a few moments. They would multiply the 5 with the 37 and then multiply the intermediate product by 20. For those who can "see the whole ox," however, the answer comes in a flash—for the product can be computed as 100×37 , which is 3,700! Karate Math also puts a premium on insight. If the sum of five consecutive numbers is 1,000, what is the largest number? The key is to see that the middle number is $1000 \div 5 = 200$. Since there are only five numbers, the largest number has to be two positions to the right of the middle, which is 202.

Here lies the aesthetics of math. Given any problem, there may be dozens of ways to get to the right answer. But some solutions are simpler, more elegant, or more efficient than others because they are a product of skill and insight. When the student sees that the numbers are pliable and the solution method to a problem is flexible, that is the beginning of mastery. ■

FACULTY NEWS

Dr. William C. Maxwell, professor of art, had four of his prints in the exhibition "NewYork+: Etchings and Monprints by New York Printmakers" at Pyramida Center for Contemporary Art in Haifa, Israel.

Dr. Nibaldo Aguilera, instructional staff, social sciences, was selected to be a visiting scholar in four east African countries at a combination of public and private higher education institutions located in Uganda, Kenya, Rwanda, and Mozambique. He was invited after he submitted papers on poverty and its remedy to Teach and Tour Sojourners (TATS), a professor exchange program based in Kampala, Uganda.

Dr. Kristin Berman, associate professor of childhood & gifted education, delivered the keynote address "21st Century Skills: What Do Our Children Need to Succeed in a Global Society?" at the First Annual Education Conference for Independent Schools in Kuwait.

Dr. Cynthia Kraman, associate professor of English, has published a new volume of poetry, *The Touch*. The collection of poems has been nominated for the Kingsley Tufts Award and The Poetry Society of America's William Carlos Williams Award. Supported by a Faculty Fund Award, her play *Promised Land*, which is set in the aftermath of 9-11, played at the Algonquin Theatre in New York City.



THE SCIENCE OF CINEMA

FEEL LIKE CATCHING A MOVIE THIS WEEKEND?

Dr. Michael Grabowski has some friends who will be happy to stuff you into a cramped MRI tube and scan your brain as you watch old Clint Eastwood westerns.

It's all part of a newly emerging field called neurocinematics, and the CNR film professor gives it a hopeful two thumbs up.

Brought in by a group of NYU scientists to add his silver-screen savvy to their brain research, Michael is also writing a book on how the mind reacts to movies.

"Of course," Michael says, "the million-dollar question people will ask is, 'Can these brain scans help me make the perfect movie? Can they help me make the perfect ad?'"

"But I think what is most important is this collaboration between the arts and the sciences. There has always been a sense of suspicion between one and the other, but now I see a conversation beginning between the neuroscientists and the humanists, as we learn that the mind is not just a programmable computer drive."

Down the Rabbit Hole

Developing what he calls his Predictive Pattern Theory, Michael had already been working to explain how we positively respond — our brains even oozing pleasure-inducing chemicals — to the rhythms of plot, pacing, and other film techniques.

"I've always had an amateur interest in the neurosciences," says the associate professor of communication arts.

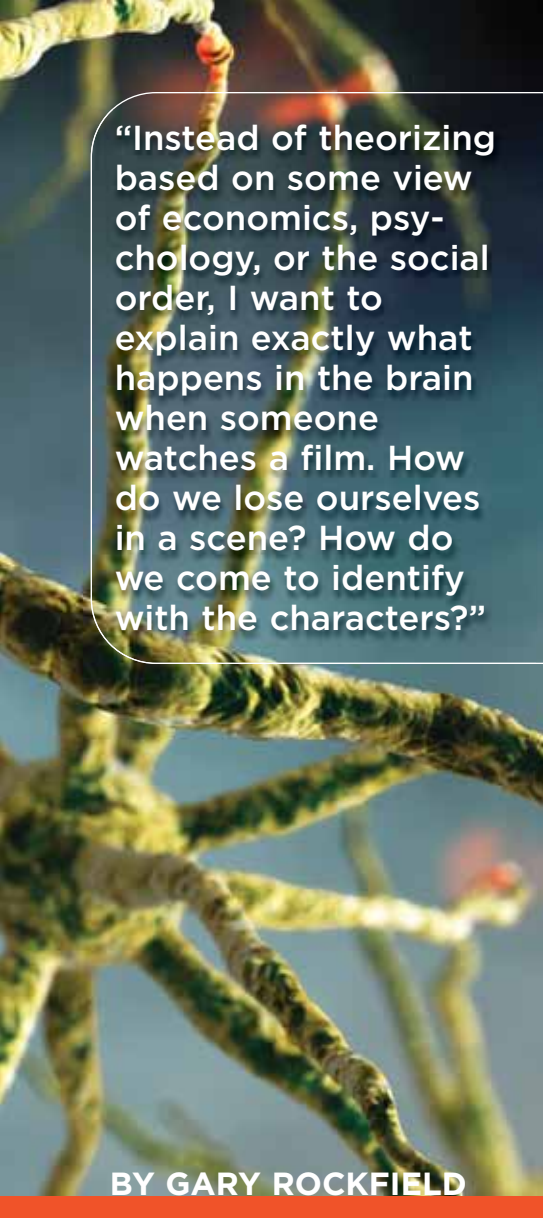
"So when I heard what the NYU group was up to, I immediately thought, 'Ah-ha, this might be the field that answers all my questions.'"

"And that," he laughs, "is how I fell down the rabbit hole of neurocinematics."

At CNR since 2002, and also consulting with the folks at NYU's Center for Neural Science, Michael has extensive film and TV credits as a writer, director, and technician, especially in news and documentaries.

He's calling his book *Why We Love Movies: What Filmmakers and Neuroscientists Can Learn From Each Other*. And much like his Predictive Pattern Theory, he hopes it will strip away the ideologies that have encrusted film criticism.

"Instead of theorizing based on some view of economics, psychology, or the



“Instead of theorizing based on some view of economics, psychology, or the social order, I want to explain exactly what happens in the brain when someone watches a film. How do we lose ourselves in a scene? How do we come to identify with the characters?”

BY GARY ROCKFIELD

social order, I want to explain exactly what happens in the brain when someone watches a film. How do we lose ourselves in a scene? How do we come to identify with the characters?”

And while moviemakers clearly stand to learn from those questions, so do scientists seeking better ways of finding out what makes humans tick. The problem with brain-scan research, Michael points out, is that “you can’t live your life in an MRI.” But you can watch a movie, and that might be the next best thing.

“The neuroscientists want to know, ‘What is it about film that applies to our real experiences? How can watching movies help us simulate the real,’ and thus provide more powerful data, right in the lab.

Matter Over Mind

In a nutshell, what the NYU scientists did was cram volunteers inside an MRI tube rigged up with a small TV screen. No popcorn. No Gummi Bears. No coming attractions.

Subjects were then shown works such as *The Good, The Bad and The Ugly*, the HBO sitcom *Curb Your Enthusiasm*, a suspenseful episode from Alfred Hitchcock’s old TV mystery series, and tedious footage from a stationary camera in a public park.

Brain activity was captured in 3-D images, measured, and compared across participants – revealing that the more tightly paced or stylishly cinematic sequences activated and “controlled” wider brain areas *and the same brain areas* in far more viewers than material filmed in a flatly neutral manner.

Still in its infancy, neurocinematics got a publicity boost from the NYU project, as well as work at Cornell that analyzed 150 Hollywood blockbusters from the past 70 years. Cornell’s researchers claim to show that modern filmmakers have intuitively learned to edit their movies to match the actual rhythms of the human attention span.

But while it could unlock doors to the inner mind, neurocinematics research also raises ethical issues – could audiences be cynically controlled to buy this or vote for that?

“There is a period of time,” Michael warns, “when the monopoly of knowledge benefits those who want to manipulate, before people catch up and understand they are being manipulated.” Propaganda, he points out wryly, was one of the first fields of study in the early days of communication arts.

And the Oscar Goes to...

Another discomforting question: Could neurocinematics help create movies – or some strange new media – that immerse us in a perfect world of make-believe, more enticing than real life?

Michael agrees we could indeed be on “the next step in the long progression toward a ‘sensorium,’ an environment that fools your senses into thinking you are really experiencing something.

“I show my students those early

Lumiere Brothers films of a train pulling into a station, and they laugh when I tell them how the Parisians who had never seen a moving picture before jumped out of the way as the train approached the camera.” But even today, he points out, a gripping film like *Alien* or *Saving Private Ryan* can still make us cover our eyes, cringe in our seats, or gasp in surprise.

“It’s the evolution of the medium that fools us” – the sound, the color, the wide-screen, and the other new bells and whistles that movies have continually added over the past 100 years-plus to seem ever more lifelike.

“There have always been two divergent threads in film,” Michael explains, noting that the latest Oscar battle neatly laid out this contrast.

Consider *Avatar*, a work that hopes to immerse you so completely you forget where you are, vs. *The Hurt Locker*, a work whose self-conscious style con-

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tinually breaks in to announce, “You’re watching a movie!”

And yet, this artsy bag of tricks – split screens, flashbacks, and all those slow-mo explosions, to name just a few – can effectively help set the mood, tell the story, or probe the hero’s inner turmoil. The TV shows *24* and *Lost*, Michael adds, are further popular examples of craft that explores and exploits the boundaries of cinema.

In the end, Michael hopes, “neurocinematics might tell us how to make the next *Avatar*, only better. But what I’m more interested in is looking at the cinematic techniques of something like *The Hurt Locker* – how do you explain why they work, or don’t work, to pull us into a movie?” ■



BY ROBLYN RAWLINS, Ph.D.
Associate Professor of Sociology

MOMMIES

The Historical Roots of Maternal Discipline and Mother-Blaming

In 1920, mothers who brought their children to Dr. Douglas Thom's Mental Hygiene Clinic for Pre-School Age Children in San Francisco were given a questionnaire that assessed their mothering skills, including the following questions to be answered with either a "yes" or "no":

"Are you encouraging calmness, equanimity, emotional control, cheerfulness, and happiness under the disappointments of daily life, and discouraging any tendency to moodiness and sulkiness?"

"Are you rooting out unhealthy emotions: jealousy, the cause of many unfair criticisms; suspicion, the forerunner of persecuting ideas; depression, the paralyzer; anxiety, fear, anger, rage, worry, discontent and resentment, the basis of many nervous disturbances; and in their place are you planting the healthier emotions of sympathy, cheerfulness, contentment, etc.?"

Faced with this daunting list, most mothers would probably respond, "Well, I try." The stark choice of "yes" or "no" must have identified more "bad" mothers to be blamed for their child's problems than "good" mothers to be commended for their child's perfect mental health. These mothers likely experienced some of Thom's unhealthy emotions themselves as a result of his questionnaire: anxiety, fear, worry, discontent, maybe even depression.

Thom's questionnaire exemplifies mother-blaming, the practice of crediting mothers with much influence over their children and holding mothers responsible for any problems their children may experience or present to others. Mother-blaming can be found today in popular culture, in the media,

and in scientific fields such as psychiatry and criminology. You can see it in action in the media construction of the so-called "mommy wars" that pit stay-at-home mothers against working mothers. The development of child-rearing expert knowledge and child-rearing advice constructs motherhood into two categories: good mothers and bad mothers. The experts' construction of the good mother means first and foremost a mother who assiduously puts into practice the experts' advice. Through the practice of mother-blaming, it has also come to mean a mother whose child is physically, emotionally, psychologically, mentally, and morally well-developed. This is a heavy responsibility, to say the least. The cover of the *New York Times Magazine* of April 5, 1998, a special issue on "the joy and guilt of modern motherhood," encapsulated the dilemma of modern motherhood with its title "Mothers Can't Win." The cover featured a photograph of a mother and three children surrounded by the words, "Work or home? Breast or bottle? Spanking or spoiling? No matter what they choose, they're made to feel bad."

While mother-blaming and conflicting ideas about what makes a good mother do often make mothers feel bad, child-rearing experts have compounded the problem by often viewing maternal emotions negatively. My research, based on 117 child-rearing advice books published between 1870-1930, suggests that today's mother-blaming along emotional lines has its roots in 19th century child-rearing advice. These child-rearing prescriptions, although putatively directed at children, in fact disciplined mothers across more domains of everyday life

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and in more severe ways than they did children. Fully three-quarters of the manuals I studied contain explicit advice for the discipline and self-control of mothers. Child-rearing experts urged mothers to control their behavior and their bodies, to control both the experience and expression of emotions, and even to control their thoughts.

Emotional self-control is by far the most often called-for form of discipline for mothers in late 19th/early 20th century child-rearing advice.

According to the experts, mothers had to strive for emotional self-control or else risk physical, moral, and emotional harm to their children before birth, while nursing, and throughout their young lives. The experts portrayed maternal emotions as dangerous and pathological, including anxiety, worry, maternal love, and especially anger. This advice resonated with contemporary negative stereotypes of femininity

These child-rearing manuals were marketed to mothers as consumers. So why did the prescriptions they contained so persistently discipline and devalue the very women to whom its authors sought to appeal?

One explanation for the discipline and devaluation of mothers in child-rearing advice hinges on gender politics and the misogyny of male professionals, especially medical and psychological experts. For example, Barbara Ehrenreich and Deirdre English in their 1978 classic *For Her Own Good: Two Centuries of the Expert's Advice to Women* argue that male experts attempted to buttress patriarchal authority in the home by bringing mothers under the control of one “who would make it his specialty to tell the mothers what to do.” Male experts, in this argument, deliberately victimized mothers, because motherhood was perceived as threatening to their own

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and fear of women's emotions. Within the child-rearing advice literature, women were represented as full of dangerous emotions that continually threatened to escape the bonds of self-control within which mothers must struggle to contain them. Child-rearing experts insisted that women who failed to live up to these prescriptions for self-control were culpable for poor child-rearing outcomes.

The figure of the “ignorant mother” appears surprisingly often in late 19th/early 20th century child-rearing advice books. Medical experts often voiced frustration that mothers did not possess the necessary knowledge or competencies to care for their children and were prone to make dangerous mistakes. Although pediatrics was a relatively new medical specialty in the late 19th century and as such its epidemiological knowledge base was slight, medical practitioners overwhelmingly blamed mothers' child-rearing practices for infant mortality and children's ill health.

authority as experts and more generally to the power of men in the home.

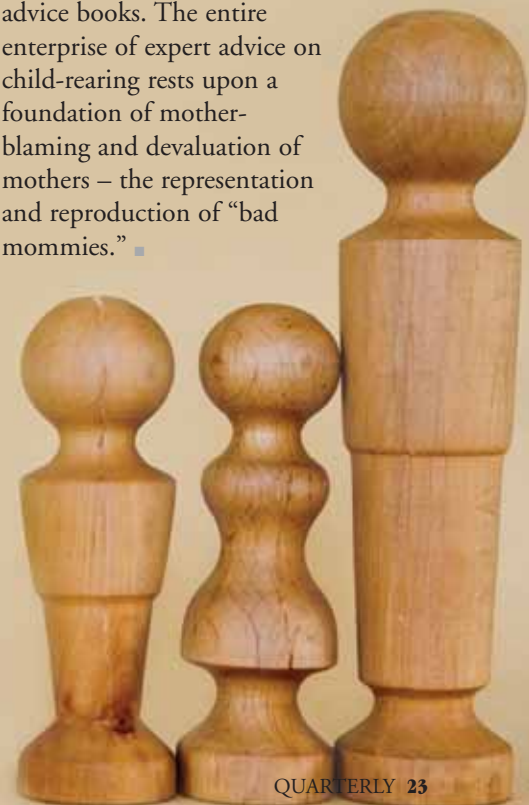
The key assumption of this argument is that modern child-rearing experts were, in fact, men. Not so. In the mid-19th through early 20th century, female authors dominated child-rearing advice: two-thirds of the authors of the child-rearing manuals in my study were women.

Nor was it only male experts who participated in the discourse of mother-blaming. Female physicians, psychologists, and other experts on child-rearing were just as likely as their male counterparts to speak of ignorant mothers, devote much text to the description of bad mothers, call for mothers to strictly control their innate tendencies to pathological emotions, or blame mothers for poor child-rearing outcomes. Even those female advisors who based their claims to expertise in part on their own experience as mothers participated in mother-blaming. For example, in 1882 Rhoda White laid the blame for poor mothering squarely on

the mother, rather than on social or other circumstances, when she opined, “The obstacles which are in the way of the right performance of maternal duties are selfishness and weakness of mind on the mother's part.”

Female experts on child-rearing presented themselves as representatives of expert knowledge of maternal and child welfare, and they did so in large part by devaluing the local knowledge, skills, and competency of ordinary mothers. Historians have demonstrated that female social reformers of the time gained professional status through a similar process, defining poor mothers as incompetent and working to establish institutional structures to provide these women with the necessary professional guidance. Child-rearing experts and advisors – both men and women – also gained legitimacy for their profession as a whole and for themselves as experts within that professional field through delegitimizing ordinary motherhood. It is not, then, the gender of the expert but expertise itself that accounts for the prevalence and persistence of child-rearing advice that disciplines and devalues mothers.

Without the construction of incompetent, ignorant, or otherwise “bad” mothers, there can be no experts on mothering, no expert knowledge of child-rearing, and no child-rearing advice books. The entire enterprise of expert advice on child-rearing rests upon a foundation of mother-blaming and devaluation of mothers – the representation and reproduction of “bad mommies.” ■





Buddhist Monks working in a garden next to the Mekong River in Laos — The Monks grow much of the food that they consume and are quite self sufficient, relying on the local people to provide them with whatever else they need.

Lessons from the Past:

A Photographic Journey through Cambodia and Thailand

In October 2008 while on sabbatical leave from CNR, Robert Wolf, professor of art therapy and studio art, traveled through Thailand and Cambodia, creating a photographic documentary of his journey. His digital photographs were then edited and published in a visual journal, *Lessons from the Past: A Photographic Journey through Cambodia and Thailand* (2009), which included many ancient breathtaking sites as well as a collection of portraits of the people he encountered.

More recently, during the midyear break between fall and spring semesters 2009-2010, he returned to Thailand and expanded his journey to include Laos. Some of the images reflected the peaceful cultures and physical beauty, while others the profound poverty, sadness, and destruction that was part of the history of these civilizations. As these cultures have slowly evolved into more modern times, these images remind us of the valuable lessons that may be learned from the past and applied to our current lives.

The journey began with the Vietnamese boat people, dispossessed from their homelands and living in boats built from found materials, and then went on to poor children dressed in rags and begging for food, to countless treasures, and finally to the inspiring historic landmarks once lost for centuries in the overgrown jungles.

Says Wolf: "What struck me most was the power of the human spirit to survive and thrive within this adversity. I often found a profound sense of peacefulness within many people, regardless of their lack of material possessions; their sense of well-being based upon internal contentment; not needing external validation. It is the 'life changing' nature of this experience that I tried to capture in this book and I am pleased to share some of the images from that work here."



Clockwise from top left:

There is also great poverty...here we see a man blinded by a landmine left behind from the Vietnam War. There are many people who have had limbs destroyed from these mines and have no way to earn a living other than begging.

A market in Luang Prabang, Laos and another example of exotic digital editing that is designed to emphasize the surreal quality of the image.

This photo of the Vietnamese boat people has been digitally edited to look like a painting, one of the creative editing techniques that I teach students in the Phototherapy courses that I teach at CNR. These courses integrate digital photographic technology with art therapy theory, techniques, and practice.

A child caring for a baby.





Clockwise from top left:

A local woman comes up alongside my table on her canoe to say hello (and sell me bananas), while I am having lunch at a riverside cafe in Bangkok, Thailand.

The famous Ta Prohm Temple in the jungles of Angkor Wat, lost for centuries and then reclaimed by the natural plant life, a symbol that reminds us of our own transient existence.

This site is at one of the many temples that may be found in Cambodia, where people go to light incense as a way to make a symbolic offering and say a prayer. People often set up these sanctuaries at a temple to provide this service to those who wish to come and pray.

In the Night Market in Luang Prabang, a young woman is caught taking a nap when the business slowed down.



Dean of Graduate School Named



Dr. Marie Ribarich has been appointed as Dean of the Graduate School.

"I make this appointment with considerable enthusiasm," said CNR President Stephen Sweeny in making the announcement. "Dr. Ribarich is a highly regarded member of the community with rich experience and professional expertise that will serve us well."

Dr. Ribarich joined CNR in 2003 as the Graduate School Division Head of Human Services. Since that time, she has served as assistant dean of human services, acting assistant dean of education, associate dean, and most recently, as acting dean of the School.

Her professional experience includes administrative and clinical responsibilities in the Department of Behavioral Health Services at North Shore University Hospital in Glen Cove, NY; teaching at St. John's University; and on-site clinical supervisory work at Adelphi University, C.W. Post, and Hofstra. She has also served as school psychologist at The New Interdisciplinary School in Yaphank, NY.

Dr. Ribarich holds a Ph.D. in Clinical Psychology, Clinical Child Specialization from St. John's University, and a BA in Psychology from New York University.

Writer Appointed to Critchlow Endowed Chair in English

The first recipient of the Mary Ellen Donnelly Critchlow (SAS'69) Endowed Chair in English is Daniel B. Smith, an author, journalist, and editor. Professor Smith conducted workshops on writing for groups of students from all four Schools during the spring semester and will be teaching creative writing in the fall of 2010.

He has written extensively about mental health and psychology, as well as subjects ranging from the "cultural commons" to the lives of American expatriates in Dubai. His first book, *Muses, Madmen, and Prophets: Hearing Voices and the Borders of Sanity*, about the history and meaning of auditory hallucinations, was published in 2007. A former staff editor at *The Atlantic Monthly*, he has contributed essays and articles to numerous publications, including *The American Scholar*, *The Atlantic Monthly*, *Granta*, *The New York Times Magazine*, and *New York*.

The Endowed Chair was a gift made by Lillian Brennan Carney SAS'69 and her husband Patrick to the School of Arts & Sciences, in memory of Mary Ellen Donnelly Critchlow. Lillian and Mary Ellen were roommates as undergraduates at CNR.



CNR RECEIVES PRESIDENTIAL COMMUNITY SERVICE AWARD

The College has been named to the 2009 President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. CNR is the only college or university within Westchester County to receive this award.

Each year CNR students participate in numerous service activities. Among them are Midnight Runs to New York City to help the homeless, serving meals at HOPE Soup Kitchen, working with Habitat for Humanity of Westchester, teaching ESL at the Adult Learning Center, and volunteering with seniors in assisted living programs in New Rochelle and Mount Vernon. In addition, CNR students take annual service trips on which they spend a week serving those in need. On this year's trip to New Orleans, students rebuilt homes damaged by Hurricane Katrina.



Sr. Anamaria Nankusu, RSCJ, & Maria Elaine Treyes



SAS graduate Olga Miedzybrodzka crosses Sixth Avenue outside Radio City Music Hall following the ceremony.

Message of Faith and Love Amidst Horror Shared with Class of 2010

1,204 from the College's four schools receive degrees at 103rd Commencement

FOR 91 DAYS, IMMACULÉE ILIBAGIZA HUDDLED in a small bathroom with seven other women, terrified that she would be discovered by the men hunting for her. It was the spring of 1994 and Rwanda was in the midst of a genocide that would take the lives of 800,000 people, including Immaculée's parents, brothers, and grandparents. Her discovery would mean certain death. Yet, as the speaker at Commencement on May 27, 2010 at Radio City Music Hall, the message she shared with the College's 2010 graduates was not of anger and hatred but of forgiveness and love and of the faith that carried her through.

"There were many voices, many killers. I could see them in my mind. My former friends and neighbors who had always greeted me with love and kindness, moving through the house carrying spears and machetes and calling my name. 'I've killed 399 cockroaches,' said one of the killers, 'Immaculée will make 400. It's a good number to kill.'

"They were five inches away from us, and the only thing going through my mind was almost like two voices. One was saying, 'They are going to kill you. They will rape you. They will cut your head. They will cut your hands.' But another voice was saying, 'Ask God to help you. Ask God to help you.'"

Five hours later, the man who hid them came and told them of "how they had searched everywhere and when they reached the door of the bathroom they told him, 'You know what, we trust you. You are one of us.'

"It was that moment without a shred of doubt in my heart," said Immaculée, "I knew there was God. There was

God who loves you, who loves each one of us, who has made us, who is our father, to ask Him anything. I went through the Bible. I started to pray."

Emerging after three months from her confinement, with her family and friends gone, 50 lbs. lighter (she weighed just 65 lbs.), and her life changed forever, she chose forgiveness over hatred and has spent the years since sharing her story and her message.

"Truly, if the world had loved each other, we would not have known things like genocide. If people had loved one another, we would not have known the Holocaust. Love became much deeper than what I ever knew before. Another lesson I learned was forgiveness. We all make mistakes. We hurt one another willingly, unwilling, but everyone, as long as we breathe, we have a chance to change. And, if we are not willing to let go, we would never know peace, we would never know joy in this world to let go and forgive.

"No matter what happens to you, hold onto hope. Hold onto God. As long as you are breathing there is always hope. And if I can forgive, anyone can forgive."

Following her moving address, CNR President Stephen Sweeny bestowed honorary degrees on Ilibagiza, as well as on Maria M. Odom, Esq., executive director of the Catholic Legal Immigration Network, Inc. (CLINIC), Mary Healey Sedutto, Ph.D., founder and the current executive director of the Hope for a Healthier Humanity Foundation, and A. Stanley Kosan, D.D.S, co-founder and chairman of Hope for a Healthier Humanity.



Immaculée Ilibagiza



TO WATCH VIDEO of Immaculée Ilibagiza's Commencement Address, visit CNR's YouTube channel – CNR1904.

– Lenore Carpinelli



Melissa White, Monika Vujovic, Shaniqua Smith, & Taris Yeboah graduated from the School of Nursing.



Michelle Caputo, Alexis Fontana, Dania Castro, and Andrew Gifford received their master's degrees.



CNR President Stephen Sweeney congratulates Tamara Dilworth on receiving her master's degree.



Michael Ambler, Chair of the Board of Trustees, Commencement speaker Immaculée Ilibagiza, Maria Odom, Mary Healey Sedutto, A. Stanley Kosan, and CNR President Stephen Sweeney. Honorary degrees were bestowed on Ilibagiza, Odom, Healey Sedutto, and Kosan.



Sakina Laksimi graduated from the School of Arts & Sciences.



School of New Resources graduate Talia Johnson waves from the stage.

Graduate School Celebrates 40th Anniversary



Clockwise from top left: Toasting the Graduate School on its 40th anniversary are Wendi Vescio-DiNolfo GS'07, director of GS human services programs, Angela Ruta SNR'09, assistant to the GS dean, Dr. Marie Ribarich, GS dean, Ellen Lockamy, associate vice president for enrollment management, Dr. Dorothy Escibano, senior vice president for academic affairs, & Erin Churchill SAS'03, GS'05, director of GS education programs. ■ Penelope Young GS'94 & Rita Ortega Waterman GS'92 ■ Vice President for Financial Affairs and President-elect Judith Huntington with Chris and Camille Romita SNR'77, GS'88. Camille Romita was awarded the Angela Merici Medal at the event ■ Dr. Joseph Biscoglio, associate professor of guidance & counseling, GS & Jeannette Vazquez SNR'06, GS'08.

Marking the 40th anniversary of the CNR Graduate School, a festive event was held on April 28, 2010 in Maura Hall attended by more than 200 faculty, staff, alumnae/i, and students of the Graduate School.

Dr. Marie Ribarich, dean of the Graduate School, welcomed everyone to the gathering, and Dr. Ellen Curry Damato, executive vice president of the College, shared a historical look back at the Graduate School, which she described as a “microcosm of the history of The College of New Rochelle. Since the Graduate School’s founding, more than 13,000 women and men have completed graduate degrees at the College and have entered or returned to professions in many areas.” Dr. Ribarich then went on to describe the Graduate School as it is today and what lies ahead. “The Graduate School is ever evolving and adapting its offerings to meet the changing needs of today’s marketplace and today’s professionals. With careful updating of curriculum and the development of new and innovative degree and certificate programs, the Graduate School proves itself to be a living institution always reinventing itself and moving forward with the changing times.” New programs

being considered include master’s degrees in public administration, in Montessori childhood education, in secondary education, and in marriage and family therapy.

Dr. Kenneth Doka, professor of gerontology in the Graduate School, offered a stimulating lecture on “Children and Adolescents Coping with Grief and Loss,” in which he shared his extensive expertise on the subject and offered strategies for parents, counselors, and educators to assist children and adolescents.

The program concluded with the presentation by CNR President-elect Judith Huntington of the Angela Merici Medal to Camille Romita, who received both her undergraduate and graduate degrees from the College. The highest award bestowed on an alumna/us of the College, Camille Romita was recognized for her many contributions to The College of New Rochelle.



TO WATCH VIDEO of Dr. Kenneth Doka's Lecture on “Children and Adolescents Coping with Grief and Loss,” visit CNR's YouTube channel – CNR1904.

ALSO...

CNR STUDENTS REBUILD HOME IN NEW ORLEANS

CNR students and staff spent a week on a Plunge service trip to New Orleans during intersession. This is the second year that the CNR group traveled to New Orleans to aid in the recovery work in the Lower Ninth Ward following the devastation of Hurricane Katrina in 2005.

HIGH SCHOOL WOMEN ARTISTS WIN AWARDS

Three high school women artists were recognized for their outstanding work at the closing reception of the CNR 16th Annual High School Women Artists Exhibition this year. A record 85 high school women from 25 different high schools submitted artwork to the competition. The show included work in acrylic paint, photography, charcoal, pencil, clay, mixed media, and oil.

DOROTHY DAY SUBJECT OF MISSION & IDENTITY EVENTS

The Office of Mission & Identity hosted two events in the spring highlighting the life of Dorothy Day, founder of the Catholic Worker movement, a candidate for canonization, and one of the most extraordinary and influential Catholics in the 20th century. Robert Ellsberg, former managing editor of *The Catholic Worker* and a close colleague of Dorothy Day during the last five years of her life, spoke about her (video of the lecture is available on CNR's YouTube channel - CNR1904). A month later, *Fool for Christ*, a one-woman performance by Sarah Melici, was presented. The performance explored the life of Dorothy Day: her loves, her spirituality, and her politics.

On the first day of planting, Dr. Roxanne Zimmer, associate professor of communication arts, wheels away a barrel of topsoil, while Dr. Faith Kostel-Hughes, associate professor of biology, on the left in dark glasses, directs the digging being done by students and faculty members.

Sustainability Garden Planted on Campus

The College of New Rochelle's first Sustainability Garden was planted on the Main Campus this spring by students and faculty of CNR. According to Dr. Faith Kostel-Hughes, associate professor of biology in the School of Arts & Sciences, this garden is "an educational tool for our students to develop a better understanding of how our food is grown and all the challenges that go along with that. It is one thing to say we should all eat only organic food that is locally grown, which is the ideal, but it is another thing to realize what that entails. This garden will give students a chance to be actively involved in the process of growing food. It will also be a springboard for discussions of food in our society, from matters of health to poverty to biotechnology to the environment. So this garden will involve practical experience and also be the focus of serious academic explorations."

Interested students will now have an opportunity on campus for hands-on experience as well as research. They will raise seedlings in the greenhouse, transplant them into the Sustainability Garden, and use a variety of organic approaches to support plant growth.

Madonnas at the Met Discussed



Madonna and Child by Giovanni Bellini was among the works that Father Leo discussed.

PHOTO COURTESY OF THE METROPOLITAN MUSEUM OF ART/ART RESOURCE, NY

Rev. Leo J. O'Donovan, S.J., president emeritus of Georgetown University and a past president of the Catholic Theological Society of America, spoke on Madonnas at the Met on the Main Campus. The lecture was a continuation of Father Leo's four-part lecture series last year, "Finding God in All the Galleries."

According to Dr. Joan Bailey, vice president of mission and identity, Father Leo's lecture, "once again explored the relationships between art and faith and the role of visual art in the endless project of human self-understanding."

"As the Advent Season celebrates the mystery of the Birth of Jesus, so art over the centuries has imagined and re-imagined that story, its forms, and its meaning," said Father Leo as he began his talk. Beginning with Mary as Byzantine Empress with her son and then seeing her as Medieval Queen, a noble young woman of the Renaissance, a mother with her child in ordinary late 19th century life and more, the lecture considered how the image of the Madonna both shows the values of a culture and in turn shapes those values.

New Certificate Program in Community Action Introduced

A NEW STATE-APPROVED CERTIFICATE PROGRAM IN COMMUNITY ACTION is now available to all School of Arts & Sciences undergraduates who wish to add a dimension of civic engagement and community work to their studies.

Community Action Certificate students can choose from a wide array of courses that explore how theoretical approaches, historical contexts, and social, economic, cultural, environmental, and political dynamics frame community-based initiatives. Putting into practice the skills and knowledge they have gained through their academic coursework, students will engage in one or more experiential learning placements. These experiences may include but are not limited to: internships with local or global community/human rights/social service organizations, governmental agencies, or legislative offices; study abroad experiences with a significant dimension of community action; research projects undertaken on the behalf of community organizations and supervised by appropriate faculty; and significant engagement with campus-based organizations that serve the community.

According to Dr. Roblyn Rawlins, Community Action Program director and associate professor of sociology, "This program is designed to engage the students' heads, hearts, and hands. This is the generation that will change the world. Their future, the future of their communities, and the future of the world is in their hands. And here at The College of New Rochelle, we want to help them get the skills, knowledge, and experience to be the most effective agents of social change and the community leaders that they will become."

CNR Hosts Special Olympics at Wellness Center

The College hosted members of the Special Olympics from Hudson Valley Public School Sports League (PSSL) on May 4, 2010. Student and faculty volunteers from CNR's athletic department, School of Arts & Sciences, Graduate School, and the School of Nursing conducted basketball and soccer skill contests, and introduced the young athletes to new games and activities in The Wellness Center.

More than 50 PSSL students, 18 from the New Rochelle High School, participated in the afternoon of sports and games. CNR's student-athletes also provided sports giveaways from ESPN/Disney's "Play Your Way" program for the Special Olympics athletes.



Celebrating a win with an Olympian are cheerleading coach Jackie Braca and CNR students Sana Munasaar & Shantel Pinnock.

PRESIDENT-ELECT HUNTINGTON MEETS & GREETES

Since her appointment as the College's 13th president was announced in the fall, President-elect Judy Huntington has been busy meeting with CNR constituencies.



Left to right, top to bottom: At New Rochelle's State of the City dinner with Westchester County Clerk Timothy Idoni, as Eileen Songer McCarthy SAS'91, executive deputy county clerk, looks on ■ With New Rochelle Councilman Albert Tarantino, who represents the District in which CNR is located ■ With Mary Jane Kann Reddington SAS'45 at New Rochelle's State of the City dinner ■ Playing tennis at the CNR Golf, Tennis & Bridge Outing ■ With Fran Choquette Broderick SAS'57 at the Epiphany brunch ■ Judy Huntington is introduced to alumnae/i by CNR President Steve Sweeny during Alumnae/i College. ■ With Tom Conniff, College attorney, and his wife Margaret ■ Speaking with Bob and Ethel Ankner Shafier SAS'56 at the President's Circle reception ■ With Martha Reddington SAS'76 and Alice Bouchard, OSU, SAS'47

ALSO (continued)...

WELLNESS CENTER WINS INTERIOR DESIGN AWARD

The Wellness Center was the recipient of *Contract Magazine's* 31st Annual Interiors Award in the Spa/Fitness category. It was presented to the ikon.5 architects/Galina Design Group, designers of the Center for CNR. The award was announced in *Contract Magazine's* January/February 2010 issue. Each year they recognize the accomplishments of the most innovative design teams in several different categories. Held since 1979, the competition is judged by a select group of respected industry leaders. This is the seventh award received by ikon.5 architects/Galina Design Group for their design of the College's Wellness Center.

CULTURAL CONSTRUCTIONS OF GOOD MOTHERING EXPLORED

The annual Elvira M. Dowell '36 Lecture was given by author and associate professor of philosophy and political theory at Hampshire College, Dr. Falguni A. Sheth in April (video of the lecture is available on CNR's YouTube channel - CNR1904). Dr. Sheth, author of *Toward a Political Philosophy of Race*, spoke on the role of mothers in our society. In her talk, she explored the "cultural constructions of good mothering." The Dowell Lecture series, sponsored by the Women's Studies Department of the School of Arts & Sciences, is presented annually by CNR and is endowed by Dr. George B. Dowell in memory of his sister, Elvira M. Dowell, a 1936 CNR graduate.

Libraries Turn the Page with E-Books

By Jennifer L. Ransom, M.L.S., M.S.
Associate Professor, Gill Library

Jane, a college student and working mother of two, cannot get to the library easily, but has remote access to the library's electronic resources at home via the Internet. Her course assignment requires her to consult ten resources, including scholarly articles and books. Fortunately, her college library has a steadily growing e-book database containing tens of thousands of titles covering multiple subjects, which enrolled students can use on any computer or handheld device with Internet access.

Jane has attended a library workshop instructing her how to utilize the many features of e-books, and she can refer to a brief tutorial online. After entering the relevant search terms into the e-book program, she chooses the most appropriate publications from the results list, ranked by relevancy, and saves them to a personal "bookshelf" enabling her to take notes, highlight text, and turn the text she selects into links to the Web.

Jane can open any title included in the e-book collection, even while others are using the same title. Because the program automatically highlights her search terms, she easily locates and scans them for their context. She selects passages of interest and pastes them into her research notes, which are automatically cited, and prints only the pages she needs. The library's e-book product integrates with RefWorks, a citation management system, and 360 Search, a federated search engine, which allows her to search all of the library's resources at once. She also finds her textbook linked from the e-book database to her teacher's ERes electronic course reserves page and to ANGEL, her college's course management system.

Although Jane is grateful for all of the advantages that the e-book database offers, she doesn't always find the titles she needs included there and appreciates having the option to borrow books from her college library or from other libraries via the interlibrary loan service. The college's e-book collection is con-

trolled by digital rights management, which may prevent her from downloading or “borrowing” e-books from other libraries. Jane prefers to use printed books when she needs to read several pages or an entire chapter and finds it easier to use e-books as reference tools to find specific information.

When building e-book collections, libraries have several options depending upon the budget and needs of all their users. Libraries may purchase or subscribe to e-books to complement their print collections. They can opt to purchase a perpetual collection, which the library will own indefinitely and includes titles selected by the library. Additionally, libraries may add a subscription collection with pre-selected titles covering many subjects in a continuously updated and growing database.

E-books save libraries time and money traditionally spent on processing printed books. With simultaneous access to an e-book by multiple users, money can be saved on the purchase of multiple copies of the same printed title. E-books free up space that can be used for computer workstations, study and media rooms, and library instruction and seminar rooms. Photocopiers are used less frequently, saving on paper and toner, which contributes to a greener environment.

In 2009, Gill Library subscribed to an e-book database that offers enhanced features, such as the ability to zoom in on the text, to convert text to speech, and to employ screen readers in “accessibility mode,” features which are especially useful to those with limited vision. The subscription model offers an economical, well-rounded collection of titles that best satisfies the information needs of students in all Schools of the College. Included is excellent training for the Library faculty and staff in the form of online tutorials and Webinars, which can be customized and offered at convenient times. The ebrary Academic Complete database includes DASH!, which allows the institution’s local content collections (e.g., theses, dissertations, faculty-authored content, archives, newspapers) to be easily integrated within the database, offering the same indexing and search functions available for e-books. Gill Library will take advantage of the e-books product’s ability to generate a variety of usage statistic reports as it considers the purchase of subject-specific e-book collections for the future.

Gill Library promotes its new services and workshops to the CNR community via the CNR Intranet and the Gill Library Web site and Facebook page. Gill Library encourages faculty, staff, and students to attend its workshops and to take advantage of its many innovative services and resources including its newest offering—e-books.

Thanks to e-books, Jane is able to easily acquire the information needed to successfully complete her assignment on time. E-books provide the advantages of electronic information to library users and complement print book collections, which are still appreciated for their tactile quality and ease of use. Now, Jane has the option to curl up with a good book...or e-book!

Second Life, Education, and Libraries

Theories abound about the future of the Internet with many contending that it will evolve into a 3D environment modeled on virtual worlds such as Second Life (www.secondlife.com). One thing is certain, the effort and innovation of educators and librarians in Second Life will be instrumental in setting the foundation for the future of distance and virtual educational endeavors.

According to Linden Labs, the developers of Second Life, this virtual reality platform is home to approximately 12 million residents/users. Monthly traffic averages about 1.5 million with approximately 500,000 entering from the U.S.A. Second Life enables immersive, experiential learning opportunities as well as simply downright, delightful entertainment. Not exactly a computer game, Second Life embodies the best of the social networking revolution where users can chat, IM, talk, move, teleport, build communities, buy, sell, play, meet, and learn.

Educators and librarians can create, design, and occupy islands where they provide learning opportunities such as workshops, classes, exhibits, special events, and conferences. Networking, community building, and professional development opportunities abound. Participants can interact with others internationally with the simple click of a mouse and, if needed, the use of a language translation program. Course management systems and a simple scripting language enable groups to communicate and share electronic information easily.

Two library initiatives worthy of note are the Alliance Virtual Library (AVL) and the Alexandrian Free Library Consortium (AFLC). AVL consists of over 43 islands including a variety of colleges and universities, public, nonprofit and government agencies, and professional associations. AFLC is a group of open-source community-based libraries that provide services and resources to the theme-based communities they serve. To learn more, go to <http://libraryguides.cnr.edu/secondlife>

— Susan Acampora, M.L.S., M.S.,
Associate Professor, Gill Library

RETURNING TO ALMA MATER

AS THEY SAY, A PICTURE IS WORTH A THOUSAND WORDS, so rather than use a thousand words to describe the wonderful experience of the alumnae from classes ending in 0s and 5s who returned to CNR for reunion this year, we'll simply show you...



PHOTO A: Angela Merici Medalists Eileen Case Sibson SAS'60, Ann Hines Lo Voi SAS'55, & Virginia Hartcorn Fortney SAS'40 with CNR President Stephen Sweeney. **PHOTO B:** Elaine O'Keefe Morrissey SAS'50 & Doty Quinlan Ryan SAS'50 **PHOTO C:** Jean-Marie LaPlant Lyne SAS'60 & Marge Sorieri Robinson SAS'60 chat with a classmate. **PHOTO D:** Meghan Mastellon Mahon SAS'90, Colleen Fitzgerald DiRago SAS'90, & Regina Ambery Beechert SAS'90 **PHOTO E:** Betty Smith Maffeo SAS'75, Mary Blecha Gaits SAS'75, Nancy Harkins SAS'75, & Jane Lipinski Derasadourian SAS'75 **PHOTO F:** Kathleen Kelley Caldara SAS'75 & Susan Geiger SAS'75 speak to a member of the Class of '65 **PHOTO G:** Helen Lutz SAS'70, Joanna Burke SAS'70, Mary-Anne Cotterall Partridge SAS'70, Katharine Nagle Buckman SAS'70, & Adrienne DiFrancesco Falzon SAS'70 **PHOTO H:** Pat Tongue Edraos SAS'65, Margie Reilly O'Connell SAS'65, & Linda Montano SAS'65 **PHOTO I:** Alumnae listen to the President's Address by Dr. Stephen Sweeney in Mauna Ballroom.



TO WATCH VIDEO of CNR President Stephen Sweeney's address on "Pushed and Pulled: Being University Today," visit CNR's YouTube channel – CNR1904.



E



F



G



H



I

2010 AWARD RECIPIENTS

Angela Merici Medal

Virginia Hartcorn Fortney SAS'40

Ann Hines Lo Voi SAS'55

Eileen Case Sibson SAS'60

Ursula Laurus Citation

Elizabeth Stanton Colleran SAS'50

Gertrude Quinlan Ryan SAS'50

Marianne Bachand Geiger SAS'55

Jeannette Carry Parshall SAS'55

Anne Butkovsky Messina SAS'60

Patricia Ahearn Mastellon SAS'65

Nancy Harkins SAS'75

Rosa Puleo Napoleone SAS'75

Susan Ball Miles SAS'80

Marianne Smith Sullivan SAS'80

Silvana Bajana SAS'85

Meghan Mastellon Mahon SAS'90

Mildred Perez SAS'95

Angela Valitutto SAS'00

Suzanne Walker-Vega SAS'00

Jennifer Smith SAS'05

Women of Achievement Award

Mary Ellen Masterston-McGary SAS'70

Esther Schoffelen Rada SAS'75



One of the two fully equipped nursing skills laboratories in the Center; this one simulates sub-acute care and is for skill acquisition and health assessment.

Generous Gift from Walcotts Transforms Learning Resource Center for Nursing

“Today’s hospitals fully expect new nurses to be prepared to work from the moment they step onto the floor,” says Gloria Benhuri, Director of the CNR Learning Resource Center for Nursing. “Our state-of-the-art Learning Resource Center for Nursing gives CNR students that advantage. We prepare them for nursing with a realistic

work environment right on campus in our newly renovated facility.” The renovations to the facility are the result of the generosity of Donna Matthews Walcott ’52 and her husband Jack.

Since 1977, the School of Nursing has maintained a multi-resource facility simulating a clinical and hospital setting on campus to offer hands-on experience for nursing students. Over the years, the Learning Resource Center for Nursing, located on the ground floor of Angela, has expanded and now comprises two multimedia rooms, a group study area, two fully equipped nursing skills laboratories, and a clinical simulation learning laboratory with adult, child, and baby computerized mannequins. Thanks to the \$250,000 gift from the Walcotts, the Center has been further transformed into a modern, comfortable, and professional area for learning and practice.

“From a hospital’s point of view,

every week of orientation for a new nurse costs them for salary, benefits, and educators,” says Benhuri. “The more prepared new nurses are for the ‘real world,’ the more desirable the graduates are.” Realistic simulations on the latest equipment are integral to that preparedness yet it is also difficult to keep the rapidly changing health-care equipment up to date given spiraling costs.

With a generous gift like this, School of Nursing Dean Mary Alice Donius and Benhuri were able to reconstruct the existing space, reconfigure existing equipment, and purchase new equipment, basing their decisions on their experience of what the students most needed to be fully prepared to work in the healthcare field. As a result, one of the multimedia rooms now incorporates removable dividers to house simulated intensive care and labor and delivery areas and a nursing skills laboratory features a modern examination room atmosphere for graduate and undergraduate courses in health assessment. New equipment includes a mannequin with programming for simulated birth, a sophisticated, computerized medication dispenser, similar to the units in hospitals, and a computerized stethoscope which enables students to practice on each other and hear abnormal sounds in the correct anatomical position. Various minor physical renovations have also improved the Center aesthetically.

It was during a visit to the CNR campus in April 2008 that Donna and Jack Walcott, who had been consistent supporters of the College, were given a tour of the Learning Resource Center for Nursing by Dean Donius. Corporate funding had previously provided the Center with anatomical

mannequins that can simulate breathing problems, blood pressure fluctuations, and almost any acute medical condition, including the birth of twins.

Impressed by the dean's enthusiasm and innovation for the School of Nursing, they saw the need to improve the School's physical appearance. "We saw at once," Donna Walcott says, "that we had to help Dean Donius upgrade her facilities and put the School of Nursing 'on the map' as it were. My husband and I were well aware of the shortage of nurses and nurse educators. It is a major gap in our healthcare system, and the College's School of Nursing is addressing that shortage as well as providing a career path for many men and women of the inner-city whose circumstances have made 'careers' seem unattainable."

As a couple, the Walcotts had been deeply involved with The Scholarship Fund for Inner-City Children in Newark, which provides scholarship assistance to inner-city children attending parochial schools of the Archdiocese of Newark. "Witnessing the impact a values-based education in a safe environment can have on these children and their families, we came to the realization that the biggest gap between the inner-city and ourselves was not so much economic as it was educational," says Walcott.

As the years progressed and the Walcotts saw how The College of New Rochelle was expanding its mission to provide a values-based education to the underserved populations in the New York metropolitan area, Donna and her husband began to increase their financial support to The College of New Rochelle.

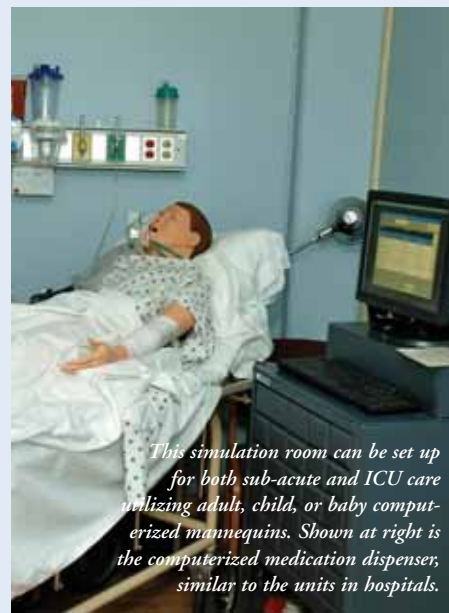
Returning to campus to view the benefits of their kindness, Donna Walcott grew teary at seeing what



This area simulates an ICU, with a computerized manikin which has vital signs and talks. Wigs, glasses, and facial hair are used to change the look of patients.



This area is used to replicate a home care setting.



This simulation room can be set up for both sub-acute and ICU care utilizing adult, child, or baby computerized mannequins. Shown at right is the computerized medication dispenser, similar to the units in hospitals.

wonders her gift had created in the Learning Resource Center for Nursing. The Learning Resource Center had become, she realized, "truly a first class nursing teaching facility."

The College of New Rochelle nursing students now have the opportunity to learn their skills with state-of-the-art equipment in a realistic and modern

nursing setting. "When they graduate they can step proudly and confidently into any healthcare setting, possessing the skills and knowledge to care for and heal those in need," says Dean Donius. "For at The College of New Rochelle, they have been well versed and well prepared. They are CNR nurses."

— Lenore Carpinelli & John Coyne

HERE ARE A FEW HIGHLIGHTS OF THE NUMEROUS



ALUMNAE GATHER IN FLORIDA

CNR alumnae/i and friends gathered in Florida for three very successful events. Alumnae/i and friends enjoyed lunch at the Naples Museum of Art. June Langran Crabtree SAS'49 played host to alumnae/i and friends at The Windsor Beach Club in Vero Beach. And at the Norton Museum of Art in West Palm Beach, alumnae/i and friends met for a lunch and tour of the exhibit "Reclaimed: Paintings from the Collection of Jacques Goudstikker."

A HOUSE & GARDEN TOUR IN HARTFORD

Twenty alumnae/i and friends of the College gathered in Hartford, CT, for an intimate event at the Butler-McCook House in April 2010. The Butler-McCook House & Garden, the only 18th-century home still remaining on Hartford's Main Street, is a time capsule of Hartford's past and the history of one family. Alumnae/i and friends were taken on a guided tour of the house followed by a reception.



Top: Virginia Curren Kenney SAS'47, Mary Hagen Leahy SAS'47, Polly Waldron, & Alice Dooling Mellen SAS'50 outside the Naples Museum of Art. Middle: Peggy Whyte Lyons SAS'59, Sally Arthur SAS'59, Nancy Walsh Manning SAS'59, Jill Ganey Sullivan SAS'59, and Jean Lilly Sweeney SAS'59 were among the guests at The Windsor Beach Club. Bottom: Kathleen Martin Stanis SAS'69, Lillian Brennan Carney SAS'69, & Marge Mount Lynn SAS'69 at the Norton Museum of Art.

SNR SENIORS ARE CELEBRATED

ON TWO SATURDAYS THIS YEAR, the Office of Alumnae/i Relations hosted the School of New Resources Class of 2010. The celebrations were held at John Cardinal O'Connor Campus and the Main Campus. The events introduced the Class of 2010 to the next phase of their relationship with the College as alumnae/i. The seniors mingled with fellow classmates, faculty, and staff, as they listened to the jazz sounds of David Patterson SNR'97 and his quintet. Seniors also visited the "Resource Fair," which included representatives from Alumnae/i Relations, Annual Giving, Career and Counseling Services, College Relations, and the Graduate School. And there were demonstrations of mycnr.com to encourage students to register for the alumnae/i online community and stay connected to the College.



Left: Cynthia Thompson, assistant to the director of the Rosa Parks Campus, TaShana Pace-Randolph, & Lynne Holloway. Right: Jeannette Torres & Shirley Fisher at the John Cardinal O'Connor Campus event.

ALUMNAE/I EVENTS HELD THROUGHOUT THE YEAR.



Standing l to r: Brenna Sheenan Mayer, vice president for college advancement, Marsha Ambler, Sue Murphy SAS'73, chair of the Annual Giving Committee of the Alumnae/i Association Board of Directors, Audrey Pistilli Grieco SAS'61, Marilyn Saulle, director of leadership gifts, Margaret Comaskey SAS'61, Michael Ambler, Chair, Board of Trustees, Claire Colangelo Manto SAS'69, director of donor relations, and Doreen Denton. Seated l to r: Mary Ann Geraci Marriott SAS'59, Elizabeth Cahill SAS'84, and President-elect Judith Huntington.

FROM THE TIFFANY WINDOWS TO NOAH'S ARK

A group of President's Circle level donors were invited to a VIP Lunch and Tour at the 56th Annual Winter Antiques Show held at the Park Avenue Armory in New York City, in recognition of their longstanding support of the College's Annual Fund. The show benefits East Side House Settlement and is regarded as the premier antique show in the country and among the top in the world. After a private docent-led tour of the show before its opening to the public, lunch was provided in the beautiful and historically significant Veterans Room (or Tiffany Room). After lunch, the group explored the show more fully. Perhaps one of the most charming antiques was Noah's Ark, a rare 1840s wooden ark complete with original matched pairs of animals.



Father Joe Flynn, OFM Cap., College chaplain, blesses the bench named in honor of Loretta Corcoran Flynn.

Bench Dedicated in Honor of Alumna

On the bright, sunny Sunday of April 11, 2010, Loretta Corcoran Flynn SAS'42 was remembered by her extended family and her College with the formal dedication of a bench in front of Leland Castle. The brass plaque is proudly inscribed: "Wife, Mother, Attorney, Educator, Social Justice Advocate. Her life faithfully mirrored her values."

Life After CNR Event Focuses on Recent Grads

Ten alumnae/i panelists from SAS, SNR, and GS representing many fields in the non-profit and private sectors shared their expertise and discussed their career paths, their experience at CNR, and how CNR prepared them for the real world during a "Life After CNR" alumnae/i panel. Students had the chance to share their comments and ask questions. Everyone enjoyed refreshments and had the chance to network afterwards in the Mooney Center Lounge. The panel, sponsored by Alumnae/i Relations and Student Development during Spirit Week, was the first in the series of events, entitled Graduates of Last Decade (G.O.L.D.), that aim to encourage participation from alums who graduated in the last ten years from all schools.



Kevin McGill SNR'07, GS'10 shares his experiences at "Life After CNR" alumnae/i panel.

2009 Annual Report Addendum

As of 6/24/10

We offer sincere apologies to the following alumnae/i and friends for omitting their names in the sections of the 2009 Annual Report.

Pages 33 and 34

Fidelis Society

The following donors are members with 20 years or more of consecutive giving.

SAS Classes of the 1950s

Marion Carbery Lechowicz SAS'59

SAS Classes of the 1960s

Alice Duffy Grant SAS'63

Page 33 and 48

Fidelis Society and Class of 1960 giving

Mary Donegan Acunto SAS'60 is not deceased.

We sincerely apologize to her and her classmates and genuinely regret our error.

Page 75

Class Officers

Class of 1953 Fund Agent is Margaret Croake Cherico (rather than Joann Hawkes Langston).

Save the Dates

Save the Dates for these Upcoming Events

DATE	TIME	PLACE
SEPTEMBER 2010 Saturday, September 18 Sunday, September 19	9:30 a.m. 4 p.m.	Alumnae/i Association Board Meeting Long Island Reception, Oyster Bay
OCTOBER 2010 Friday, October 1 Tuesday, October 5 Thursday, October 7 Sunday, October 17 Thursday, October 21	6 p.m. All Day 7 p.m. All Day 11 a.m. 7 p.m.	President's Circle Cocktail Reception Golf, Tennis, Bridge Outing Lecture – Educational Hot Spots and Some Solutions: From Policy to the Classroom Walter Sullivan & Meghan Sullivan Troy CNR Family Day at the Bronx Zoo Founder's Day G.O.L.D. (Graduates of the Last Decade) Panel for Science Majors
NOVEMBER 2010 Sunday, November 7 Saturday, November 13	4 p.m. 9:30 a.m.	SNR New Rochelle Campus Alumnae/i Cocktail Reception Alumnae/i Association Board Meeting
DECEMBER 2010 Friday, December 10	5:30 p.m.	St. Nicholas Cocktail Reception
JANUARY 2011 Sunday, January 2 Saturday, January 22	11 a.m. 9:30 a.m.	Epiphany Mass/Brunch Alumnae/i Association Board Meeting
FEBRUARY 2011 Sunday, February 6 Friday, February 11	4 p.m. 12:30 p.m.	Vero Beach, Florida Reception Palm Beach, Florida Luncheon / Café Boulud
APRIL 2011 Thursday, April 7	6:30 p.m.	Trustee Gala
MAY 2011 Sunday, May 1	12 p.m.	Strawfest
JUNE 2011 Saturday, June 11	All Day	Alumnae/i College

For more information, contact Linda Grande at (914) 654-5288 or lgrande@cnr.edu.



Alumnae/i Association Candidates Are Announced

The following slate of officers, directors and nominating committee members is presented for election. We are deeply indebted to members of the Nominating Committee for their earnest efforts to formulate a slate that truly represents our alumnae/i body.

Your endorsement acknowledges these alumnae/i as your representatives.

SLATE FOR ELECTIONS

OFFICERS

Officers are elected for a term of two years.
Please note we have a split ballot for the Officers to insure consistency and continuity of the Board.

Vice President

Jane Scully Reichle SAS'67
Retired Senior Vice President
Westport Energy Partners, LLC

Corresponding Secretary

Nilda Bayron-Resnick SAS'77
Riverdale, NY
Faculty
Bank Street College

Recording Secretary

Jayne Connors Travers SAS'83
Vice President Risk Management
Rabobank International

DIRECTORS

Annually, eight Directors are elected for a term of three years. *Term expires 2013.*

Patricia Ahearn Mastellon SAS'65
Waldwick, NJ
Retired Teacher/Reading Coordinator
Saint Joseph School

Sandra Bartik SAS'67
New York, NY
Financial Consultant
Self-employed

Ruth Collura SN'08
Eastampton, NJ
Registered Nurse
Virtua Health

Lauren Handman SNR'07
Mamaroneck, NY
Clinical Recruiter
Somnia Inc.

Mary Massimo SAS'67
New York, NY
Former Executive Vice President Human Resources
Revlon

Theresa Samot SN'80
Sag Harbor, NY
Director, Patient Services
East End Hospice

Ita O'Sullivan SN'86
Rye, NY
Nurse Practitioner Psychiatry/Mental Health
Self-employed

Julie Vargas Larino SAS'77
Yonkers, NY
Accounting Manager
Radical Media, Incorporated

NOMINATING COMMITTEE

Each year, three Nominating Committee members are elected to a term of two years.

Judith O'Hara Balfe SNR'89, GS'91 & '97
New Rochelle, NY
Director of Retention, SNR

Pearl Hayes Sullivan SNR'03
Bronx, NY
Coordinator of Retention, SNR

Virginia Shuford-Brown SAS'72
New Rochelle, NY
Retired Program Specialist
Metro New York Development Disabilities
Services Office

CONTINUING REPRESENTATIVES

Term expires June 30, 2011

Current President

Rosa Puleo Napoleone SAS'75

2nd Vice President for Programs

Nancy Harkins SAS'75

DIRECTORS

Term expires June 30, 2011

David Asbery SNR'05
Patricia Bennett SN'98
Heidi Muhleman SAS'98
Tara O'Neill-Brant SAS'98
Lisa Velazquez-Denapoli SNR'03
Ruth Weyland SAS'71
Robin Zaleski SAS'89

Term expires June 30, 2012

Justine Bonet SAS'08
Louise Bongiorno Massie SNR'87
Jennifer Levinsky McCauley GS'08
Valerie McEwen SAS'73
Sue Murphy SAS'73
Susan Perry Freiberg GS'99
JoEllen Revell-Mellone SAS'98
Nicole Totans SAS'99

NOMINATING COMMITTEE

Term expires June 30, 2011

Erin Churchill SAS'03, GS'05
Brigidanne Flynn SAS'87
Lela Keough Negri SAS'56

The Office of Alumnae/i Relations is eager to receive names of nominees for positions on the Board of Directors throughout the year. Please write, call (914)-654-5293, or e-mail alum@cnr.edu at any time.

We Remember



Ann M. Black Former member of the CNR Board of Trustees and past president of the CNR Alumnae/i Association, Ann Black passed away on February 27, 2010. Ann held two degrees from the College, a bachelor's degree in psychology, which she received in 1955, and a master's degree in gerontology, which she received in 1990. Despite a very active career as a psychologist and guidance counselor for the Fairfield Public Schools, Ann gave tirelessly to her alma mater, volunteering her time in numerous capacities and supporting the College as a President's Circle donor. In recognition of her commitment, the College awarded her an Ursula Laurus Citation in 1970 and an Angela Merici Medal in 1980.



Joan Connolly Laporte For 13 years, Joan Connolly Laporte brought her impressive combination of gifts to the service of the College as assistant to the senior vice president for academic affairs. A graduate of the Class of 1948 and later the Graduate School in 1987, Joan passed away on March 12, 2010 at her home in Florida. Over the years, Joan also served her class as news agent, chaired the annual giving fund, and served as vice president of the Alumnae/i Association. CNR President Stephen Sweeny, for whom Joan worked when he was the senior vice president, recalled Joan fondly in his announcement of her death to the College Community.

"Joan represented the highest ideals of the College as graduate twice over and professional staff member. Woman of profound faith, refinement, and passion for social justice, she offered me wonderfully generous service and wise counsel every day of our relationship. Her office was a place of refreshment and wisdom, and I always found restoration and encouragement from her."



Dr. Dorothy Huffman On March 27, 2010, Dr. Dorothy Huffman, professor emerita of German, died at the age of 96. From the 1940's to the 1970's at CNR, Dorothy's love for German language and culture strongly influenced her students and over the years many of them also became language teachers. She frequently spent summers taking courses and traveling in Germany, and in 1955 wrote then president Mother Dorothea Dunkerley about how sad seeing the bombed out center of Munich was even ten years after the war. In addition to her service in the small but vibrant German Department at CNR, she served on the many committees, including honors, foreign study, and College Council. She retired in 1978 after 34 years sharing her gifts with the students of CNR.

May They Rest in Peace

REMEMBER...

**your time at college... a loved one who attended... classmates...
a group of friends... a special teacher... a magic moment from your past...**

**Cast your memories in stone and support the College
so generations of new students can build their own memories here.**



WELLNESS CENTER CONTEMPLATION GARDEN PAVERS

**Pavers are a wonderful way to show your support
for The College of New Rochelle.**

- The engraved 12" x 12" paver will be placed in the Contemplation Garden at The Wellness Center.
 - The cost per paver is \$250.
 - You can enter up to 5 lines of text with 15 characters (letters, numbers, spaces, & punctuation) per line.
- Order a paver or print out a form online at www.mycnr.com/pavers.

Thank you for your support!

All engraving entries are subject to the approval of
The Alumnae/i Association of The College of New Rochelle

WE...



THINK CREATIVELY... EMBRACE CHALLENGES... CHANGE LIVES...

In our 106th year, it is with a sense of pride and renewed commitment that we celebrate the values on which CNR was founded – a commitment to lifelong learning, independent thinking, risk-taking for positive change, spiritual growth, service to others – the very same values our faculty and students embrace today. We ask you to pass on this gift of education to another generation of students by giving to the Annual Fund. Your contribution will be put to use immediately in each of our Schools and on each of our campuses, enhancing the lives of students and faculty by providing scholarships and student financial aid, faculty salaries, library audio-visual materials, journal subscriptions, and electronic databases.

WE GIVE to the Annual Fund

TO MAKE A GIFT:

By Credit Card:	Call Louise Dunbar, Associate Director of Annual Giving, (914) 654-5905
Send a Check:	The Annual Fund
<small>(Payable to The College of New Rochelle)</small>	The College of New Rochelle
	29 Castle Place
	New Rochelle, NY 10805
On-Line:	www.mycnr.com

MARY CATHERINE
FITZMAURICE SAS'43

60 YEARS OF GIVING

Mary Catherine FitzMaurice was, without doubt, one of the most dedicated alumnae fundraisers for The College of New Rochelle. When the fundraising system at CNR was changed a few years after her graduation in 1943, Mary FitzMaurice was elected fund agent for her Class, and she was on the job until becoming ill in 2005. Over the years, Mary's Class was often first in percentage of participation and near or at the top in dollars. In her last active year, her Class was first in Annual Fund donors *and* dollars. Thank you, Mary!

Mary believed totally in what CNR did for her and can yet do for others.

An anonymous classmate wrote in *Annales* that Mary was "efficient and methodical, deep in loyalty to New Rochelle..." Truer words were never written. Mary believed totally in what CNR had done for her and can yet do for others. Her belief motivated her to call each of her classmates every spring. Her motto was, "Don't give me an excuse to call you back because I will." She was gently persistent and had a sense of humor about herself. She had to laugh when a classmate heard her voice on the other end of the line and said, "Oh, I know why you're calling."

When Mary was told of an alumna who said she couldn't give the same amount this year as last, Mary's instantaneous response was "But she can give something." That summed up Mary's philosophy of fundraising: you can always give something. It might not be much; it might not even be money, but it's something. And if everyone gives something, we can remodel Gill Library, we can build a new Wellness Center, we can update Rogick Life Sciences Building, we can do anything.



The College of New Rochelle

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